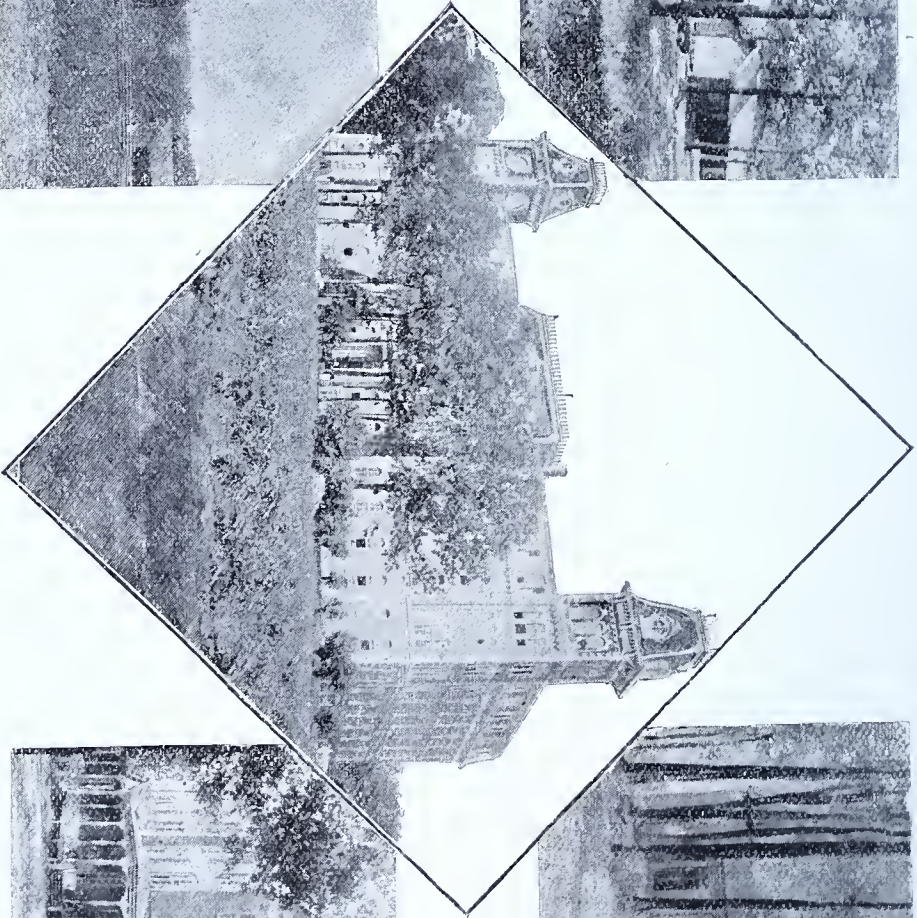


BIENNIAL REPORT
OF THE
SUPERINTENDENT
OF
PUBLIC INSTRUCTION
FOR THE
STATE OF ARKANSAS
FOR THE YEARS
1891 AND 1892

BY JOSIAH H. SHINN, SUPERINTENDENT

LITTLE ROCK:
PRESS PRINTING COMPANY
1893



Arkansas Industrial University Buildings at Fayetteville.

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OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
LITTLE ROCK, November 1, 1892.

SIR—I have the honor to transmit to you a series of exhibits and recommendations forming report of the Department of Public Instruction in relation to the education of the State for the *biennium* ending June 30, 1892.

You are soon to lay down the administration of affairs in Arkansas to repair to private life. This will be the last report that I shall address to you. Two years' contact with you in public official life has drawn me closer to you in sentiment and work. Your course towards public education has been marked and manly, and your interest in the better education of our teachers has entitled you to a high place in the affection of educators and the people. One of the highest compliments to your administration is the fact that it witnessed a great educational awakening in the center of which you stood giving confidence, courage and power.

Respectfully,

JOSIAH H. SHINN,

Supt. Pub. Ins.

To Jas. P. Eagle, Governor of Arkansas.

EDUCATIONAL ROSTER

FOR THE YEARS

1891, 1892, 1893 1894, FOR THE STATE DEPARTMENT.

Superintendent of Public Instruction:

JOSIAH H. SHINN.

Chief Clerk:

MATTIE H. WILLIAMS.

Board of Common School Commissioners 1891-92:

JAS. P. EAGLE, Governor.

B. B. CHISM, Secretary of State.

J. H. SHINN, Superintendent Public Instruction.

1893-94:


WM. M. FISHBACK, Governor.

H. B. ARMISTEAD, Secretary of State.

J. H. SHINN, Superintendent Public Instruction.

SUPERINTENDENTS OF PUBLIC INSTRUCTION.

THOMAS SMITH.....	1868 to 1873
J. C. CORBIN.....	July 6, 1873
G. W. HILL.....	December 18, 1875, to October, 1878
J. L. DENTON.....	October 13, 1878, to October 11, 1882
DUNBAR H. POPE.....	October 11 to 30, 1882
W. E. THOMPSON.....	October 30, 1882, to October 30, 1890
J. H. SHINN.....	October 30, 1890, to October 30, 1894



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CHAPTER I.

RECOMMENDATIONS.

The public schools of the State are steadily growing in worth and in public favor. More children are in regular attendance than ever before, and the standards are gradually advancing. High schools are in great demand, and those already established are doing better work and number several thousand students.

The problem that we are confronted with is this, how can we best educate an enumeration of children reaching nearly one-half million through a school period of twelve years upon a total taxed wealth of nearly two hundred millions of dollars?

We have determined to do this in our fundamental law, and have devised the following scheme in our statute law to effect this end:

1. A general tax of two mills upon the dollar per annum levied upon all the property of the State, real and personal, and distributed among the children, white and black, between the ages of six and twenty-one. This tax is perpetual and cannot exceed the limit of two mills without a change in the Constitution.

2. A local tax of not exceeding five mills upon the dollar, per annum, which may be levied by the vote of the electors in each school district, and which when collected remains in the district to maintain its schools.

3. A poll tax of one dollar upon each citizen over twenty-one years of age, which when collected remains in the county and is distributed among the children of the county in the same manner as the general tax.

This scheme is an admirable conception and reflects credit upon a people who having a work to do set about in a systematic way to accomplish it.

The general tax meets the logical demand that the State shall guarantee to each of its children a chance to develop into a good citizen and to acquire those principles of rectitude which the State demands and needs. This tax is the basis of the system. Through it the State asserts its sovereignty and carries to the weaker units the excess of strength which resides in the stronger parts. Here the great counties help the weaker ones and the richer neighborhoods lend their assistance to the poorer ones. The State is one, and this tax makes it possible for the weaker sections to participate in the glory of the stronger ones and through this participation to grow stronger, thus returning to the whole body an increased power and an increased love. Besides, the equities of the case, and the economies agree in asserting that this State system of pouring into the poorer districts the excess of wealth from the richer ones is but a fair return for numerous advantages gathered by the favored localities through accidental agencies.

The local tax is designed to meet the idea of self help. It is right, absolutely right, that the State should lay the foundation for its educational system upon the broad general tax collected from all and distributed to all. But this should never be so general as to take from the neighborhood all care with reference to the work. It has been said, and well said: "It is the rule throughout the United States that the chief part of the fund used to support the schools of the district, is levied, collected and disbursed in the district. This system makes the people more watchful of the schools and accords closely with our ideas of local autonomy."

Says Governor Seay, of Alabama: "The intelligent taxpayer does not complain so much at the rate of taxation as at the mode of expenditure of the tax money. Where the tax is a local one and is raised and expended in the immediate view of the tax-payer and for a local purpose that he deems valuable for his community, it is paid readily and with alacrity."

This accords with my observation. The local tax for home schools is paid with a greater alacrity than any other. There

are exceptions where the race interests clash, but even these prove the rule.

The general and local taxes are based upon another fundamental idea, viz., that as popular education tends to enhance values by creating a thrifty, intelligent citizenship, its cost should be cast to a larger extent upon property, the creature of value, than upon individuals. In order, however, that the obligations of every man to the State, whether with or without property may be fairly met, a poll tax has been wisely fixed by our laws upon every man over twenty-one years of age. This falls with unerring equality upon the rich and poor, and if rightly understood binds every man in interest to the interests of the State.

I believe that the three taxes have worked well and I recommend their retention as parts of the system. But their joint operation does not yield money enough to maintain efficient schools throughout the State for a *reasonable* length of time. The two greatest obstacles in the way of the satisfactory development of our system are :

1. Lack of money.
2. Insufficient school terms.

The exhibits which follow will clearly show that our fund is too small for the work in hand. These exhibits will also show that while we stand high in rank among States who are earnestly striving to develop a State system of schools, that we are not equal to other Southern States in per centum of taxes in proportion to wealth, and far behind many Northern States, whose patriotism, native power and acquired parts are not superior to ours. Having started into the race, it is a duty to run it with vigor and to pit ourselves against the leaders in the race and not against the beaten ones who are already sinking into a state of innocuous desuetude.

We have a grand system well under way, but its needs are imperious. These can be met by no temporizing policy. An increase of taxation is the only remedy, and to this end the people should be invited to look.

I recommend that an amendment be submitted to the people

of the State at the next general election removing the limit upon the legislative right to levy the general tax. Let the limit be the decision of the patriotic representatives of the people in general assembly, guided by the needs of a growing commonwealth.

I also recommend another amendment, raising the poll tax from one to two dollars.

Should these amendments carry, the State will be in a condition to maintain and develop her schools, and to insure the better education of all her children.

In the meantime there are many things that should be done in order to make the present fund effective. Much of it is wasted. The minimum district contains thirty-five children, and by a curious system of reasoning, a practice has grown up of creating as many districts as there are multiples of thirty-five. It is hardly possible in poor districts to maintain a passable school with the revenue which these weak districts afford. I recommend as the best remedy for this the adoption of the township district system, under the control of a board of directors elected, one from each of the sub-districts now existing in the township, with power to maintain as many schools as are necessary, and to abolish all sub-districts whose minimum enumeration of children is less than sixty children.

For the better development of our schools a higher order of teaching ability is needed. To obtain it we must prepare it. This work was admirably inaugurated by the last General Assembly, and the exhibits filed herewith will show the detailed operations of the normal school law. Besides holding nine of the normal schools last year, for terms running from three to five months, it has been made possible for this department to set up and maintain three State normal schools, with a corps of teachers numbering twenty, upon a basis of nine months to the year, through a course of three years. The exhibits will show the course of study and the splendid number of young men and women who are crowding into these schools for patriotic as well as selfish motives. I am well acquainted with the State and with her people, and without disparaging any school,

I have to say, that the flower of the State among its young men and women, are now knocking at your doors asking recognition.

I urge the passage of such laws as will permanently maintain these schools. An appropriation of \$10,000 per annum will enable this department, with the means it can control through the generosity of the Peabody trust, to maintain three of these schools. Such an appropriation will help 600 young men and women per annum to a needed preparation for common school work.

There is now in the State Treasury a fund in currency belonging to the permanent school fund and the sixteenth section fund amounting to nearly \$70,000. The Board of Common School Commissioners have heretofore invested the currency belonging to these funds in Arkansas State bonds.

The present board declined to invest this amount in that way and agreed to present the whole matter to the General Assembly for solution. The funds already invested yield no income, and a large amount of interest is now due the schools of the State. It was thought best to ask the Legislature to issue to the school fund at par an amount of new bonds equal to the amount of currency now in the treasury, the interest upon these new bonds to be guaranteed by the State and paid semi-annually, the currency thus obtained to be passed into the sinking fund to pay the accrued interest of the State bonds now held by the common school fund, and such other interest as shall accrue hereafter. This interest will then become a part of the common school fund, to be distributed according to law. Inasmuch as this addition will swell the current revenues for a single year, only to be followed by a corresponding depression, I recommend that this money be set aside in the treasury after all the enumerated changes have been made to maintain the four normal schools. This would insure the continuance for seven years without decreasing the present general revenue or adding anything to the burdens of taxation save the necessary tax to pay the interest. If, however, the interest is not to be paid, the fund had as well be invested so

as to help the normal schools as to help speculators who may happen to have Arkansas bonds to sell. But sooner or later the interest upon these bonds will be required, and this appears to be an admirable opportunity to begin the work of paying it.

When it is known that the Old North State has just established six normal schools for colored teachers, with a session of from eight to nine months each annually, it would seem appropriate for us to continue this work with increasing power.

NOTE.—The following gentlemen are the trustees of the Peabody educational fund :

Hon. Samuel Watson.....	Tennessee.
Hon. A. H. H. Stuart (resigned).....	Virginia.
General Richard Taylor	Louisiana.
Surgeon-General Joseph K. Barnes, U. S. A	Washington.
Chief Justice Morrison R. Waite.....	Washington.
Right Rev. H. B. Whipple.....	Minnesota.
Hon. Henry R. Jackson (resigned)	Georgia.
Colonel Theodore Lyman (resigned).	Massachusetts.
Ex-President Rutherford B. Hayes	Ohio.
Hon. Thomas C. Manning.....	Louisiana.
Anthony J. Drexel, Esq.....	Pennsylvania.
Hon. Samuel A. Green	Massachusetts.
Hon. James D. Porter.....	Tennessee.
J. Pierpont Morgan, Esq.....	New York.
Ex-President Grover Cleveland.....	New York.
Hon. William A. Courtenay	South Carolina.
Hon. Charles Devens	Massachusetts.
Hon. Randall L. Gibson.....	Louisiana.
Chief Justice Melville W. Fuller	Washington.
Hon. William Wirt Henry.....	Virginia.
Hon. Henderson M. Summerville	Alabama.
Hon. William C. Endicott.....	Massachusetts.
Hon. J. L. M. Curry, honorary member and general agent.....	Washington, D. C.

The Peabody trustees through their general agent, appropriated to the normal schools and institutes of the South the following amounts for the year ending October 1, 1891 :

Alabama	\$4,400 00
Georgia, Milledgeville.....	1,200 00
Louisiana, Nachitoches.	2,500 00
North Carolina, Greensboro	2,000 00
South Carolina	3,000 00
Texas	4,000 00
Virginia	2,860 00
West Virginia.....	1,000 00
Arkansas	4,000 00

In addition to this it may be well to consider the fact that on the 7th day of February, 1897, the trustees of the Peabody fund will be at liberty to close the trust and to distribute the fund among such schools of the South as they shall elect. It may be possible that the board will determine to continue the fund intact and to distribute the income as they have been doing for twenty-five years. But should they determine to distribute the whole of the vast principal to the normal schools of the South, would we not have great cause to hang our heads in shame had we no normal school worthy of recognition by this body? Our duty to our children demands the establishment of these permanent schools irrespective of this consideration, but it is nevertheless an inducement that should prompt us to act promptly.

The uniform system of examinations provided for by the General Assembly has been made to do some effective work during the last two years. A further system of checks should be created to more effectually protect the State from favoritism or negligence upon the part of the examiners. The majority of the examiners are conscientiously endeavoring to regard their offices as public trusts, but there still remain quite a number who hold no such exalted ideas, and who still hold the school house wide open to incompetency. The remedy for this, with other minor recommendations, will appear with the proper exhibits.

There is another matter connected with the financial management of the common school districts that is a greater waste than the multiplication of small districts. This is the almost unlimited power vested in a board of directors to draw warrants upon the County Treasurers. The following are the results:

1. The schools are in many places farmed out and the directors make the hiring of a teacher a matter of gain to themselves.
2. Money specially appropriated to one purpose is in a great many cases unlawfully diverted to other and sometimes useless purposes.

3. Unlawful contracts for charts, globes, maps and school supplies divert the school funds from their legitimate ends to extravagant and useless purposes. Over \$30,000 of the school fund was taken from the schools during the past two years and invested in almost worthless charts at three and four times their legitimate and commercial value.

The school fund is almost one and one-quarter million of dollars. No other fund is subject to such insidious attacks as is this one, and no other one demands a greater number of checks for its protection than does this. I recommend that the county examiner be authorized to countersign every warrant drawn by a board of directors in a common school district under regulations to be prescribed by the Superintendent of Public Instruction by and with the advice of the Attorney General before any warrant shall become a legal charge upon the treasury.

CHAPTER II.

FACTS ABOUT THE CHILDREN—ENUMERATION, ENROLLMENT AND AVERAGE ATTENDANCE.

I.—ENUMERATION.

Total enumeration, 1890	405,587
Total enumeration, 1891	418,566
Increase	12,979
Total enumeration, 1892	422,252
Increase	3,682
Increase in two years	16,665
Total white, male, 1891	158,370
Total white, female, 1891	148,020
Total colored, male, 1891	56,532
Total colored, female, 1891	55,644
Total white, 1891	306,390
Total colored, 1891	112,176
Total male, 1891	214,902
Total female, 1891	203,664
Total white, male, 1892	159,180
Total white, female, 1892	148,601
Total colored, male, 1892	57,576
Total colored, female, 1892	56,895
Total male, 1892	216,756
Total female, 1892	205,496
Total white, 1892	307,781
Total colored, 1892	114,471

II.—ENROLLMENT.

Total enrollment, 1891	242,117
Total white, male, 1891	94,238
Total white, female, 1891	84,049
Total white, 1891	178,289
Total colored, male, 1891	31,678
Total colored, female, 1891	32,152
Total colored, 1891	63,830
Total white, male, 1892	98,832
Total white, female, 1892	88,429
Total white, 1892	187,261
Total colored, male, 1892	32,107
Total colored, female, 1892	32,084
Total colored, 1892	64,191
Total enrollment, 1890	205,262
Total enrollment, 1891	242,117
Increase	36,855
Total enrollment, 1892	251,452
Increase	9,335

Total increase in two years	46,190
Percentage of increase in two years.....	22 per cent.
Number districts failing to report in 1890.	1,447
Number districts failing to report in 1891.....	1,300
Number districts failing to report in 1892.	112
Percentage of enrollment upon enumeration, 1891	59 7-10
Percentage of enrollment upon enumeration, 1892.....	.60
Percentage of enrollment upon enumeration in State of New York, 1891.....	.58
Number children over 16, estimated from census.....	146,000
Total practical enumeration, 6 to 16 years	272,566
Total enrollment.....	242,117
Percentage of enrollment upon practical school age .....	.89

III.—AVERAGE ATTENDANCE.

Total males, 1891	63,474
Total females, 1891.....	60,151
Total average attendance, 1891	123,625
Total males, 1892	71,441
Total females, 1892	69,004
Total average attendance, 1892	140,445
Increase	16,820
Percentage of average attendance upon enrollment, 1891. ....	.51
Percentage of average attendance upon enrollment, 1892 . ....	.56
Percentage of average attendance upon enrollment in State of New York, 1891 .....	.53
Total practical enumeration, 6 to 16	272,566
Percentage of average daily attendance upon practical enumeration, 1892 .....	.51

Best counties for enrollment, Grant, Lonoke and Pike ; lowest enrollment, Van Buren, Woodruff, Saline, Polk, Marion, Crittenden and Chicot ; best counties for average attendance, Cross and Cleburne ; lowest average attendance, Lafayette.

PERCENTAGES.

Colored race on total enrollment	27 per cent. nearly
White race on total enrollment.....	73 per cent. plus

Roughly speaking, the children of the colored race are to the whole school population as 1 to 4, and to the children of the white race as 1 to 3.

Males on total enrollment.....	51 per cent. plus
Females on total enrollment	48 per cent. plus

Roughly stated, there are in every hundred children three more boys than girls.

TABLE A.

Showing the Number of Enumerated Children for the Year Ending September 1, 1892, by Race and Sex, as Shown by the Directors' Report of September 1, 1891.

COUNTIES.	WHITE.			COLORED.			Total Male.	Total Female.	Total White and Colored.	
	Male.		Total.	Male.		Female.				Total.
	Male.	Female.		Male.	Female.					
Arkansas.....	1,448	1,288	2,736	701	654	1,355	2,149	1,942	4,091	
Ashley.....	1,239	1,123	2,362	1,253	1,256	2,509	2,512	2,379	4,891	
Baxter.....	1,761	1,641	3,402	.....	.....	.....	1,764	1,641	3,405
Benton.....	5,508	5,486	10,994	.....	.....	.....	5,527	5,516	11,043
Boone.....	3,194	3,023	6,217	19	30	49	3,215	3,048	6,263	
Bradley.....	960	975	1,935	584	564	1,148	1,544	1,539	3,083	
Calhoun.....	973	817	1,790	575	508	1,083	1,548	1,325	2,873	
Carroll.....	3,210	3,236	6,446	8	5	13	3,218	3,241	6,459	
Chicot.....	145	159	324	1,460	1,446	2,906	1,625	1,605	3,230	
Clark.....	2,579	2,347	4,926	1,310	1,210	2,520	3,889	3,587	7,476	
Clay.....	2,393	2,330	4,723	8	10	18	2,401	2,340	4,741	
Cleburne.....	1,606	1,584	3,190	4	7	11	1,610	1,591	3,201	
Cleveland.....	1,446	1,268	2,714	681	625	1,306	2,127	1,893	4,020	
Columbia.....	2,242	2,128	4,370	1,424	1,414	2,838	3,666	3,542	7,208	
Conway.....	2,288	2,200	4,488	1,539	1,413	2,952	3,827	3,613	7,440	
Craighead.....	2,234	2,017	4,251	94	95	189	2,328	2,112	4,440	
Crawford.....	3,701	3,582	7,283	437	410	847	4,138	3,992	8,130	
Crittenden.....	205	223	428	1,682	1,576	3,258	1,905	1,781	3,686	
Cross.....	748	716	1,464	580	543	1,123	1,328	1,259	2,587	
Dallas.....	1,176	1,175	2,351	630	662	1,292	1,806	1,837	3,643	
Deshia.....	196	192	388	938	956	1,894	1,181	1,148	2,329	
Drew.....	1,511	1,403	2,914	1,775	1,661	3,436	3,286	3,064	6,350	
Faulkner.....	3,151	2,784	5,935	692	715	1,407	3,843	3,499	7,342	
Franklin.....	3,729	3,341	7,070	146	232	378	3,675	3,573	7,448	
Fulton.....	2,272	2,072	4,344	22	33	55	2,294	2,105	4,399	
Garland.....	2,255	2,069	4,324	439	490	929	2,694	2,559	5,253	
Grant.....	1,392	1,244	2,636	209	224	433	1,601	1,408	3,009	
Greene.....	2,538	2,242	4,780	27	19	46	2,565	2,261	4,826	

TABLE A.—Concluded.

COUNTIES.	WHITE.			COLORED.			Total Male.	Total Female.	Total White and Colored.
	Male.	Female.	Total.	Male.	Female.	Total.			
Saline	2,056	1,995	4,051	366	423	789	2,422	2,418	4,840
Scott	2,653	2,393	5,046	9	2	11	2,662	2,395	5,057
Searcy	2,235	2,055	4,290	2	2	4	2,237	2,057	4,294
Sebastian.....	5,290	5,001	10,291	562	612	1,204	5,852	5,613	11,465
Sevier	1,759	1,640	3,399	292	315	607	2,051	1,955	4,006
Sharp	2,060	1,936	3,996	60	46	106	2,120	1,982	4,102
St. Francis	1,050	888	1,938	1,579	1,527	3,106	2,629	2,415	5,044
Stone	1,415	1,341	2,756	23	26	49	1,438	1,367	2,805
Union	1,719	1,555	3,274	1,251	1,256	2,510	2,973	2,811	5,784
Van Buren	1,855	1,760	3,615	41	41	82	1,896	1,801	3,697
Washington	6,014	5,898	11,907	191	240	421	6,205	6,123	12,328
White	3,781	3,531	7,312	530	503	1,033	4,311	4,061	8,375
Woodruff	1,052	910	1,962	1,500	1,426	2,926	2,552	2,336	4,888
Yell	3,276	3,085	6,361	269	281	553	3,545	3,369	6,914
Totals	158,370	148,020	306,390	56,532	55,614	112,176	244,902	203,664	448,566

Legal school age between the years six and twenty-one.

TABLE B.

Showing the Number of Enumerated Children for the Year Ending September 1, 1893, by Race and Sex, as Shown by Directors' Reports of September 1, 1892.

COUNTIES.	WHITE.			COLORED.			Total Male.	Total Female.	Total White and Colored.
			Total.			Total.			
	Male.	Female.		Male.	Female.				
Arkansas.....	1,453	1,317	2,800	690	668	1,358	2,143	2,015	4,158
Ashley.....	1,292	1,193	2,485	1,316	1,234	2,550	2,608	2,427	5,035
Baxter.....	1,701	1,586	3,287	.....	1	1	1,701	1,587	3,288
Benton.....	5,433	5,416	10,879	16	23	39	5,419	5,469	10,918
Boone.....	3,148	2,922	6,070	17	28	45	3,165	2,950	6,115
Bradley.....	1,008	966	1,974	647	672	1,319	1,655	1,638	3,293
Calhoun.....	981	864	1,845	565	546	1,111	1,546	1,410	2,956
Carroll.....	3,319	3,173	6,492	11	9	20	3,330	3,182	6,512
Chicot.....	196	183	379	1,910	1,809	3,719	2,106	1,992	4,098
Clark.....	2,500	2,336	4,836	1,357	1,261	2,618	3,857	2,547	7,454
Clay.....	2,539	2,264	4,803	8	3	11	2,547	2,267	4,814
Cleburne.....	1,706	1,579	3,285	5	5	10	1,711	1,584	3,295
Cleveland.....	1,472	1,308	2,780	710	643	1,353	2,182	1,951	4,133
Columbia.....	2,315	2,179	4,494	1,514	1,478	2,992	3,829	3,657	7,486
Conway.....	2,315	2,209	4,524	1,550	1,470	3,020	3,865	3,679	7,544
Craighead.....	2,509	2,214	4,753	88	73	161	2,597	2,317	4,914
Crawford.....	3,530	3,508	7,038	476	407	883	4,006	3,915	7,921
Crittenden.....	183	142	325	1,414	1,298	2,712	1,597	1,440	3,037
Cross.....	770	672	1,442	549	539	1,088	1,319	1,211	2,530
Dallas.....	1,180	1,124	2,304	680	705	1,385	1,860	1,829	3,689
DeSha.....	247	248	495	1,136	1,098	2,234	1,883	1,846	2,729
Drew.....	1,478	1,850	2,828	1,728	1,720	3,448	3,206	3,070	6,276
Faulkner.....	3,009	2,806	5,815	725	731	1,456	3,734	3,537	7,271
Franklin.....	3,653	3,278	6,931	141	143	284	3,421	3,421	7,215
Fulton.....	2,275	2,042	4,317	35	31	66	2,310	2,073	4,383
Garland.....	2,256	2,086	4,342	426	486	912	2,682	2,572	5,254
Grant.....	1,357	1,239	2,596	230	228	458	1,587	1,467	3,054
Greene.....	2,653	2,408	5,061	23	22	45	2,676	2,430	5,106

TABLE B.—Continued.

COUNTIES.	WHITE.			COLORED.			Total Male.	Total Female.	Total White and Colored.
	Male.	Female.	Total.	Male.	Female.	Total.			
Hempstead	2,304	2,106	4,410	2,197	2,102	4,299	4,501	4,208	8,709
Hot Spring	2,016	1,839	3,855	250	237	487	2,266	2,106	4,372
Howard	2,062	1,814	3,876	730	706	1,436	2,792	2,520	5,312
Independence	3,633	3,565	7,248	392	283	585	3,985	3,848	7,833
Izard	2,561	2,362	4,923	45	45	90	2,606	2,407	5,013
Jackson	2,019	1,847	3,866	787	686	1,473	2,806	2,533	5,339
Jefferson	1,501	1,436	2,937	5,067	5,107	10,174	6,568	6,543	13,111
Johanson	3,247	3,118	6,365	132	131	263	3,349	3,249	6,598
Lafayette	616	531	1,147	881	834	1,714	1,497	1,364	2,861
Lawrence	2,397	2,293	4,690	157	146	303	2,554	2,439	4,993
Lee	783	779	1,562	2,503	2,568	5,071	3,286	3,347	6,633
Lincoln	815	804	1,619	1,281	1,149	2,430	2,096	1,953	4,049
Little River	1,186	1,100	2,286	930	898	1,828	2,116	1,998	4,114
Logan	3,759	3,472	7,231	257	208	465	4,016	3,680	7,696
Lonoke	2,229	2,029	4,258	1,373	1,307	2,740	3,662	3,396	7,058
Madison	3,729	3,523	7,252	12	12	24	3,741	3,535	7,276
Marion	2,235	2,082	4,377	8	2	10	2,303	2,084	4,387
Miller	1,483	1,364	2,847	1,331	1,271	2,605	2,817	2,635	5,452
Mississippi	939	893	1,832	772	750	1,522	1,711	1,613	3,324
Monroe	975	932	1,927	1,527	1,578	3,105	2,502	2,330	5,032
Montgomery	1,471	1,394	2,865	75	69	141	1,546	1,463	3,009
Nevada	2,147	1,966	4,113	882	863	1,745	3,029	2,829	5,858
Newton	2,427	2,208	4,635	3	.....	3	2,430	2,208	4,638
Quachita	1,405	1,345	2,750	3	.....	3	2,430	2,208	4,638
Perry	969	842	1,811	1,682	1,717	3,399	3,087	3,062	6,149
Phillips	895	857	1,752	188	219	407	1,157	1,061	2,218
Pike	1,578	1,488	3,066	3,337	3,387	6,724	4,232	4,244	8,476
Poinsett	682	632	1,314	96	104	200	1,674	1,592	3,266
Polk	1,818	1,858	3,676	110	96	206	1,792	1,728	3,520
Pope	3,646	3,298	6,944	350	305	655	1,828	1,869	3,697
Prairie	1,365	1,155	2,520	828	813	1,641	3,996	3,603	7,599
Pulaski	4,845	4,586	9,431	4,512	4,854	9,366	2,193	1,968	4,161
Randolph	2,489	2,293	4,782	90	87	177	3,357	3,440	6,797
							2,579	2,380	4,959

TABLE B.—*Concluded.*

COUNTIES.	WHITE.			COLORED.			Total Male.	Total Female.	Total White and Colored.
	Male.	Female.	Total.	Male.	Female.	Total.			
Saline	2,017	1,982	3,999	326	377	703	2,343	2,359	4,702
Scott	2,639	2,440	5,079	11	5	16	2,650	2,445	5,095
Searcy	2,219	2,067	4,316	3	3	6	2,252	2,070	4,322
Sebastian	5,297	5,078	10,375	688	731	1,419	5,985	5,809	11,794
Sevier	1,794	1,655	3,449	318	297	615	2,112	1,952	4,064
Sharp	1,990	1,899	3,889	22	12	34	2,012	1,911	3,923
St. Francis	1,121	965	2,086	1,659	1,691	3,350	2,780	2,656	5,436
Stone	1,494	1,363	2,857	31	20	51	1,526	1,383	2,908
Union	1,804	1,587	3,391	1,328	1,362	2,690	3,132	2,949	6,081
Van Buren	1,905	1,744	3,649	44	38	82	1,949	1,782	3,731
Washington	5,993	5,842	11,835	199	217	416	6,192	6,059	12,251
White	3,716	3,549	7,265	514	555	1,069	4,230	4,074	8,304
Woodruff	1,959	927	1,987	1,456	1,389	2,845	2,516	2,316	4,832
Yell	3,317	2,940	6,257	302	263	565	3,619	3,233	6,852
Totals,	159,180	118,601	307,781	57,576	56,895	114,471	216,756	205,496	422,252

TABLE C.

Table showing the Total Enumeration of School Children in Arkansas between the Ages of Six and Twenty-one Years, for the Years ending respectively September 1, 1891, September 1, 1892, and September 1, 1893, as taken by the Directors of the State on the first days of September of the Years 1890, 1891 and 1892 respectively, and the Increase thereof.

COUNTIES.	1891.	1892.	1893.
Arkansas..	4,054	4,091	4,158
Ashley	3,501	4,891	5,035
Baxter	3,324	3,405	3,288
Benton	11,070	11,043	10,918
Boone	6,262	6,663	6,115
Bradley	3,099	3,083	3,293
Calhoun	2,527	2,873	2,956
Carroll	6,662	6,459	6,512
Chicot	2,570	3,230	4,098
Clark	7,404	7,476	7,454
Clay	4,057	4,741	4,814
Cleburne	3,093	3,201	3,295
Cleveland	4,073	4,020	4,133
Columbia	7,124	7,208	7,486
Conway	7,290	7,440	7,544
Craighead	4,468	4,440	4,914
Crawford	7,848	8,130	7,921
Crittenden	3,314	3,686	3,037
Cross	2,609	2,587	2,530
Dallas	3,511	3,643	3,689
Desha	3,531	2,332	2,729
Drew	6,043	6,350	6,276
Faulkner	7,002	7,342	7,271
Franklin	7,735	7,448	7,215
Fulton	4,223	4,399	4,383
Garland	4,632	5,253	5,254
Grant	2,974	3,069	3,054
Greene	4,692	4,826	5,106
Hempstead	8,843	8,430	8,709
Hot Spring	4,339	4,404	4,372
Howard	4,010	5,450	5,312
Independence	7,490	7,743	7,833
Izard	5,054	5,064	5,013
Jackson	5,049	5,319	5,339
Jefferson	11,932	13,593	13,111
Johnson	5,063	6,590	6,598
Lafayette	2,933	2,900	2,861
Lawrence	4,355	4,937	4,993
Lee	6,462	6,516	6,633
Lincoln	4,239	4,221	4,049
Little River	4,785	4,182	4,114
Logan	7,604	7,883	7,696
Lonoke	6,387	6,989	6,998
Madison	7,248	7,161	7,276
Marion	4,250	4,437	4,387
Miller	4,967	5,394	5,452
Mississippi	3,230	2,760	3,354
Monroe	5,019	4,982	5,032
Montgomery	3,656	3,087	3,009
Nevada	5,458	5,846	5,858
Newton	4,503	4,616	4,638
Ouachita	5,668	6,040	6,149
Perry	2,142	2,152	2,218
Phillips	8,448	8,451	8,476
Pike	3,366	3,311	3,266
Poinsett	1,416	1,344	1,520
Polk	3,764	3,855	3,697
Pope	7,885	7,746	7,599
Prairie	4,149	4,020	4,161
Pulaski	17,562	17,530	18,797

TABLE C.—*Concluded.*

COUNTIES.	1891.	1892.	1893.
Randolph	5,156	5,105	4,959
Saline.....	4,224	4,840	4,702
Scott	5,010	5,057	5,095
Searcy	4,155	4,294	4,322
Sebastian	11,385	11,495	11,794
Sevier	3,828	4,006	4,064
Sharp	4,104	4,102	3,923
St. Francis	4,655	5,044	5,436
Stone	3,126	2,805	2,908
Union	5,414	5,784	6,081
Van Buren	3,410	3,697	3,731
Washington	12,380	12,328	12,251
White	8,021	8,375	8,304
Woodruff	4,713	4,888	4,832
Yell	6,158	6,914	6,852
Totals	405,587	418,566	422,252
Increase		12,979	3,686
Average increase in two years			8,332

TABLE D.

Summary of Enumeration of the Scholastic Population of Arkansas from 1869 to date.

1869-70	176,910	1881-82	272,841
1870-71	180,274	1882-83	289,617
1871-72	196,237	1883-84	304,962
1872-73	194,314	1884-85	323,943
1873-74	148,128	1885-86	338,506
1874-75	168,929	1886-87	358,006
1875-76	168,929	1887-88	377,736
1876-77	189,130	1888-89	388,129
1877-78	203,567	1889-90	404,379
1878-79	216,475	1890-91	405,587
1879-80	236,600	1891-92	418,566
1880-81	247,457	1892-93	422,252

Table Showing Enumeration by Races from 1883 to Date.

1883-84	White	227,533	1888-89	White	288,381
1883-84	Colored	76,429	1888-89	Colored	99,748
1884-85	White	247,178	1889-90	White	297,665
1884-85	Colored	76,770	1889-90	Colored	106,714
1885-86	White	252,290	1890-91	White	297,904
1885-86	Colored	86,216	1890-91	Colored	107,683
1886-87	White	266,188	1891-92	White	306,390
1886-87	Colored	91,818	1891-92	Colored	112,176
1887-88	White	279,224	1892-93	White	307,781
1887-88	Colored	98,512	1892-93	Colored	114,471

Tables "E" and "F" show the enrollment of children in the schools, by race and sex, for the years 1891 and 1892.

The enrollment in 1890 was.....	205,262
In 1891 it reached.....	242,117
A gain of.....	36,855
In 1892 the enrollment was.....	251,452
A gain of.....	9,335
Or a total in two years.....	46,190
Or a gain per centum of nearly.....	22½

This increase was almost as great as the increase in the five years preceding 1890.

The number of reported children of legal school age who are in attendance upon private schools, colleges, universities, law and medical schools, normal schools, and the various church schools is less than 10,000. From this it appears that about 63 per cent. of the children of legal school age were under instruction of some kind during the last year, 60 per cent. of which was furnished by the State.

It should always be remembered that the legal school age extends beyond the time when most children attend the schools.

Tables "E" and "F" also show that the colored race has kept pace with the white race in the matter of enrollment.

The census of 1890 gave the following relative population of the State by races:

Whites.....	818,752
Colored.....	309,427
Total.....	1,128,179

The enrollment for 1892, by races, was:

Whites.....	187,261
Colored.....	64,191
Total.....	251,452

Table "I" shows that the races have kept about the same relation to enrollment since 1882.

A comparison of tables "E" and "F" will show that more boys are enrolled than girls in the white schools. In 1891 in the colored schools the females exceeded the males.

Table "J" shows some remarkable features concerning

enrollment. Remembering that the average per centum of enrollment upon enumeration for the whole State is 60, it will be seen that the following counties have either reached the average, or have gone beyond it: Arkansas, Ashley, Calhoun, Carroll, Clark, Cleveland, Craighead, Crawford, Dallas, Desha, Drew, Franklin, Fulton, Grant, Hot Spring, Izard, Jackson, Jefferson, Johnson, Lafayette, Lee, Little River, Logan, Lonoke, Madison, Miller, Mississippi, Nevada, Ouachita, Perry, Pike, Poinsett, Pope, Prairie, Searcy, Sebastian Union,, Washington, and White.

Grant, Lonoke, and Pike, carry the banner for enrollment, while Calhoun, Carroll, Craighead, Desha, Jefferson, Little River, Logan, Madison, Miller, Pope, Searcy, and Union, take advanced positions.

Chicot, Columbia, Conway, Montgomery, Pulaski, and Stone, fall considerably below the average.

The position of Crittenden, Marion, Monroe, Polk, Saline, Van Buren, and Woodruff, is not creditable. I am of opinion that the very low figures presented by these counties are due in some cases to the negligence of the examiners. The enumeration report of Van Buren County as filed in my office differed from its duplicate as filed with the County Clerk of Van Buren County by more than 1200 children. This was a case of supreme negligence on the part of the examiner. It is highly probable that his report of the enrollment is less than the aggregate reported by the directors. In many cases the directors are negligent, or are unable to do the work required of them. But the fault is not all theirs. I am confident that fully as much of the inability to make reports, or of the disposition to shirk the tabulation and addition of figures, is to be found with the examiners as with the directors. There is no excuse for negligence or inability upon the part of the examiner. He is paid for the work, and judging by the papers filed with me, is in the majority of cases paid more than the completed product is worth.

In many other cases the incomplete reports of the directors make it impossible for the examiner to make such a report as

will present the affairs of the district truthfully. This difficulty will continue so long as the director is asked to do skilled work for no compensation. There are three remedies :

1. Pay the secretary of the board to collect the statistics and make the reports. This will cost more than the school fund will bear.
2. Create the office of county superintendent and place this matter in his hands.
3. Adopt the township sub-district plan with power in the secretary of the township board to do this work.

TABLE E.

Showing the Enrollment of Children in the Schools for the Year Ending June 30, 1891, by Race and Sex.

COUNTIES.	SCHOOL DISTRICT.		WHITE.		COLORED.			Aggregate	
	No. in County.	No Reporting.	Males.	Females.	Total.	Males.	Females.		Total.
Arkansas.....	49	19	359	288	647	50	53	103	750
Ashley.....	40	30	813	725	1,538	809	801	1,610	3,148
Baxter.....	53	23	875	725	1,645	.....	.....	.....	1,028
Benton.....	143	75	2,588	2,254	4,842	.....	.....	.....	4,842
Boone.....	97	62	1,925	1,845	3,770	18	14	32	3,802
Bradley.....	40	22	481	500	981	323	301	624	1,605
Calhoun.....	36	26	634	497	1,131	346	303	649	1,780
Carroll.....	83	56	1,974	1,799	3,773	7	5	12	3,785
Chicot.....	9	6	83	74	157	653	600	1,343	1,500
Clark.....	64	52	1,615	1,474	3,089	784	759	1,543	4,632
Clay.....	56	31	1,023	887	1,910	.....	.....	.....	1,910
Cleburne.....	53	38	934	924	1,858	.....	.....	.....	1,858
Cleveland.....	41	27	1,132	1,000	2,232	462	447	909	3,141
Columbia.....	52	37	1,044	751	1,795	79	714	1,443	3,238
Conway.....	75	42	913	876	1,789	782	740	1,522	3,311
Craighead.....	59	41	1,418	1,190	2,608	58	53	111	2,719
Crawford.....	92	86	2,201	2,240	4,441	257	235	492	4,933
Crittenden.....	19	11	87	70	157	787	838	1,625	1,782
Cross.....	27	10	298	239	537	255	246	501	1,038
Dallas.....	47	41	835	855	1,690	450	498	948	2,638
Desha.....	24	18	196	192	388	988	956	1,944	2,332
Drew.....	60	49	1,026	1,038	2,064	1,195	1,128	2,323	4,387
Faulkner.....	104	68	1,800	1,487	3,287	563	552	1,115	4,402
Franklin.....	92	80	2,921	2,490	5,411	68	80	148	5,559
Fulton.....	70	45	1,288	1,003	2,291	5	7	12	2,303
Garland.....	31	30	1,503	1,357	2,860	281	291	572	3,432
Grant.....	50	38	897	686	1,583	146	142	288	1,871

TABLE E.—Continued.

COUNTIES.	SCHOOL DISTRICT.		WHITE.			COLORED.			Aggregate.
	No. in County.	No. Reporting.	Males.	Females.	Total.	Males.	Females.	Total.	
Greene.....	64	51	1,878	1,573	5,024	16	14	30	5,054
Hempstead.....	78	50	1,341	1,199	2,540	1,095	1,075	2,170	4,710
Hot Spring.....	46	38	1,506	1,340	2,846	99	101	200	3,046
Howard.....	54	39	1,308	1,113	2,421	291	290	581	3,062
Independence.....	84	63	2,427	2,260	4,687	198	195	393	5,080
Izard.....	89	53	1,401	1,050	2,451	19	23	42	2,335
Jackson.....	31	24	1,012	857	1,869	424	436	860	2,729
Jefferson.....	34	30	1,101	1,101	2,018	2,982	3,014	5,996	8,014
Johnson.....	80	76	2,213	2,311	4,524	102	111	213	4,737
Lafayette.....	10	8	289	262	551	504	487	991	1,542
Lawrence.....	52	46	1,578	1,382	2,960	74	81	155	3,115
Lee.....	43	33	470	411	881	1,316	1,333	2,649	3,530
Lincoln.....	46	36	689	658	1,347	654	614	1,268	2,615
Little River.....	15	12	718	625	1,343	635	757	1,392	2,735
Logan.....	97	81	2,560	2,145	5,022	164	141	326	5,348
Lonoke.....	62	54	1,536	1,336	2,885	1,106	1,025	2,131	5,016
Madison.....	111	96	2,759	2,270	5,029	.....	.....	.....	5,029
Marion.....	57	25	906	696	1,602	.....	.....	.....	1,602
Miller.....	24	17	890	803	1,693	828	702	1,530	3,223
Mississippi.....	28	17	399	375	774	196	204	400	1,174
Monroe.....	37	16	293	251	544	464	390	854	1,338
Montgomery.....	63	33	900	833	1,733	.....	.....	.....	1,733
Nevada.....	63	54	1,515	1,312	2,827	560	588	1,148	3,975
Newton.....	75	46	1,226	1,027	2,253	.....	.....	.....	2,253
Ouachita.....	55	48	902	908	1,810	1,070	1,089	2,159	3,969
Perry.....	34	28	610	469	1,079	98	139	237	1,316
Phillips.....	42	23	465	402	868	1,573	1,579	3,152	4,020
Pike.....	42	39	1,331	1,147	2,478	80	85	165	2,643
Poinsett.....	18	13	346	301	647	87	75	162	809
Polk.....	71	25	623	561	1,184	14	9	23	1,207
Pope.....	96	68	2,286	1,915	4,201	247	223	470	4,671

TABLE E.—*Concluded.*

COUNTIES.	SCHOOL DISTRICT.		WHITE.		COLORED.			Aggregate.
	No. Reporting.	No. in County.	Males.	Females.	Total.	Males.	Females.	Total.
Prairie	49	42	945	780	1,725	549	566	1,115
Pulaski	45	34	2,337	2,462	4,799	2,325	2,680	5,005
Randolph	80	37	1,051	874	1,925	47	73	120
Saline	62	44	937	1,058	2,015	139	129	268
Scott	74	43	1,236	1,159	2,451	1	.....	1
Searcy	60	48	1,603	1,266	2,869	.....	.....	.....
Sebastian	84	69	3,394	3,107	6,501	342	377	719
Sevier	47	37	1,203	1,057	2,260	172	174	346
Sharp	70	50	1,236	1,067	2,303	11	5	16
St. Francis	33	27	603	520	1,123	749	752	1,501
Stone	39	18	597	452	1,049	.....	.....	.....
Union	71	61	1,284	1,150	2,434	884	816	1,700
Van Buren	63	32	788	663	1,451	29	29	58
Washington	162	123	3,436	3,279	6,715	127	141	268
White	104	92	2,702	2,518	5,220	395	382	777
Woodruff	29	25	641	553	1,194	868	867	1,735
Yell	90	56	1,992	1,655	3,647	128	138	266
Totals	4,429	3,129	94,238	84,049	178,289	31,678	32,152	63,830
								242,117

1300 Districts out of 4229 fail to report.

The enumeration upon which this attendance was based was 405,587.

Percentage of enrollment upon enumeration, 597, with 1300 districts not reporting.

TABLE F.

*Showing the Enrollment of Children in the Schools of the State for the Year Ending June 30, 1892,
by Race and Sex.*

COUNTIES.	SCHOOL DISTRICT.		WHITE.		COLORED.			Aggregate.
	No. in County.	No. Report.	Males.	Females.	Total.	Males.	Females.	Total.
Arkansas.....	55	55	903	819	1,752	408	337	745
Ashley.....	41	41	912	817	1,759	721	831	1,552
Baxter.....	54	54	867	907	1,774	1	1	2
Benton.....	144	144	3,043	2,886	5,929	9	15	24
Boone.....	97	97	1,919	1,814	3,763	.....	.....	.....
Bradley.....	41	41	691	654	1,348	207	184	391
Calhoun.....	38	38	738	618	1,356	338	352	690
Carroll.....	80	80	2,375	2,277	4,652	12	9	21
Chicot.....	10	9	78	63	141	698	651	1,349
Clark.....	65	65	1,638	1,607	3,245	805	760	1,565
Clay.....	58	57	1,357	1,333	2,720	.....	.....	.....
Cleburne.....	59	56	919	920	1,839	439	447	886
Cleveland.....	47	46	1,032	843	1,875	692	692	1,462
Columbia.....	55	55	943	855	1,798	770	675	1,373
Conway.....	76	76	1,088	913	2,031	698	675	1,373
Craighead.....	61	60	1,927	1,408	3,335	59	34	93
Crawford.....	92	92	2,413	2,259	4,672	229	237	466
Crittenden.....	21	20	76	52	128	423	422	845
Cross.....	25	25	429	373	802	320	346	666
Dallas.....	28	28	803	749	1,552	391	436	827
Desha.....	156	156	1,566	1,552	3,118	679	695	1,374
Drew.....	26	23	156	191	347	.....	.....	.....
Faulkner.....	61	61	1,018	947	1,965	1,069	1,079	2,148
Franklin.....	107	106	1,687	1,382	3,069	422	439	861
Fulton.....	92	90	2,729	2,155	4,884	95	108	203
Garland.....	72	72	1,575	1,305	2,880	19	20	39
Grant.....	35	33	1,294	1,277	2,571	248	261	509
.....	50	50	1,182	1,010	2,190	163	149	312

TABLE F—Concluded.

COUNTIES.	SCHOOL DISTRICT.		WHITE.		COLORED.			Aggregate.
	No. in County.	No. Report.	Males.	Females.	Total.	Males.	Females.	Total.
Pulaski	45	45	2,226	2,278	4,504	1,893	2,058	3,951
Randolph	85	77	1,385	1,156	2,541	28	35	63
Saline	62	62	787	705	1,492	38	21	59
Scott	74	74	1,533	1,347	2,880	.....	.....	.....
Searcy	62	62	1,671	1,340	3,011	.....	.....	.....
Sebastian	89	88	3,410	3,150	6,560	519	523	1,042
Sevier	47	48	1,049	840	1,889	148	124	272
Sharp	73	69	1,135	987	2,122	15	7	22
St Francis	34	33	541	413	954	859	865	1,724
Stone	40	40	706	587	1,293	.....	.....	.....
Union	72	72	1,353	1,115	2,468	892	848	1,740
Van Buren	62	40	583	509	1,092	.....	.....	.....
Washington	165	159	3,082	3,659	7,341	109	136	245
White	105	105	2,653	2,497	5,160	203	183	386
Woodruff	31	28	381	325	706	608	513	1,121
Yell	96	92	1,850	1,543	3,393	88	78	166
Totals	4,560	4,448	98,832	88,429	187,261	32,107	32,084	64,191
								251,452

112 districts out of 4560 failed to report.

The enumeration upon which the attendance was based was 418,566.

Percentage of enrollment upon enumeration 60 with 112 districts not reporting.

TABLE G.

A Table Showing the Eurollment of Pupils in the Schools of Arkansas for the Years Ending June 30, 1890, 1891 and 1892.

COUNTIES	Year Ending June 30, 1890.*	Year Ending June 30, 1891.†	Year Ending June 30, 1892.‡
Arkansas.....	1,771	750	2,497
Ashley.....	1,891	3,148	3,311
Baxter.....	1,536	1,028	1,775
Benton.....	4,840	4,842	5,933
Boone.....	3,348	3,802	3,763
Bradley.....	2,056	1,605	1,739
Calhoun.....	2,019	1,780	2,046
Carroll.....	2,909	3,785	4,673
Chicot.....	1,569	1,500	1,490
Clark.....	3,043	4,632	4,810
Clay.....	2,002	1,910	2,720
Cleburne.....	1,429	1,858	1,839
Cleveland.....	1,858	3,141	2,761
Columbia.....	2,822	3,238	3,260
Conway.....	3,907	3,311	3,404
Craighead.....	2,492	2,719	3,428
Crawford.....	3,619	4,933	5,738
Crittenden.....	1,735	1,782	973
Cross.....	271	1,038	1,468
Dallas.....	2,097	2,638	2,379
Desha.....	1,334	2,332	1,721
Drew.....	3,770	4,587	4,113
Faulkner.....	3,867	4,402	3,930
Franklin.....	6,073	5,559	5,087
Fulton.....	2,132	2,303	2,919
Garland.....	2,978	3,432	3,080
Grant.....	1,811	1,871	2,502
Greene.....	2,860	5,054	2,689
Hempstead.....	5,143	4,710	5,029
Hot Spring.....	2,905	3,046	2,900
Howard.....	2,878	3,062	3,140
Independence.....	3,806	5,080	4,597
Izard.....	2,288	2,335	3,613
Jackson.....	3,565	2,729	3,381
Jefferson.....	.....	8,014	9,799
Johnson.....	3,986	4,737	4,339
Lafayette.....	1,698	1,542	1,750
Lawrence.....	1,805	3,115	2,935
Lee.....	3,519	3,530	4,174
Lincoln.....	2,143	2,615	2,339
Little River.....	1,936	2,735	3,136
Logan.....	3,827	5,348	5,511
Lonoke.....	3,150	5,016	5,684
Madison.....	4,925	5,009	5,033
Marion.....	1,343	1,602	1,692
Miller.....	2,266	3,223	4,110
Mississippi.....	.....	1,174	1,810
Monroe.....	2,752	1,393	1,251
Montgomery.....	870	1,733	1,460
Nevada.....	.....	3,975	4,098
Newton.....	2,094	2,253	2,686
Ouachita.....	3,081	3,969	4,005
Perry.....	1,132	1,316	1,483
Phillips.....	4,828	4,020	4,510
Pike.....	1,559	2,643	2,650
Poinsett.....	775	809	900
Polk.....	1,879	1,207	1,497
Pope.....	4,581	4,671	5,588
Prairie.....	2,716	2,840	2,835
Pulaski.....	3,160	9,804	8,455

TABLE G.—*Concluded.*

COUNTIES.	Year Ending June 30, 1890.*	Year Ending June 30, 1891.†	Year Ending June 30, 1892.‡
Randolph		2,045	2,604
Saline	2,503	2,283	1,551
Scott	3,030	2,455	2,880
Searcy	2,113	2,869	3,011
Sebastian.....	8,900	7,220	7,602
Sevier	2,035	2,606	2,161
Sharp	2,266	2,475	2,144
St. Francis	1,795	2,624	2,678
Stone	1,261	1,049	1,293
Union	3,765	4,134	4,208
Van Buren		1,509	1,092
Washington	7,281	6,983	7,586
White	5,539	5,997	5,546
Woodruff.....	2,565	2,929	1,827
Yell	3,470	3,913	3,559
Totals.....	205,262	242,117	251,452

*2981 districts reporting from a total of 4423. 1447 districts failed to report enrollment in 1890.
 †3129 districts reporting from a total of 4429. 1300 districts failed to report enrollment in 1891.
 ‡4448 districts reporting from a total of 4560. 112 districts failed to report enrollment in 1892.

TABLE H.

Summary of Enrollment in the Schools of Arkansas from June, 1869, to Date.

1868-69.....	67,412	1880-81.....	98,744
1869-70.....	107,908	1881-82.....	117,696
1870-71.....	69,927	1882-83.....	112,233
1871-72.....	32,863	1883-84.....	153,216
1872-73.....	59,587	1884-85.....	164,757
1873-74 (no report).....		1885-86.....	175,935
1874-75 (no report).....		1886-87.....	183,095
1875-76.....	15,830	1887-88.....	202,754
1876-77.....	33,370	1888-89.....	216,152
1877-78.....	33,740	1889-90.....	205,262
1878-79.....	55,049	1890-91.....	242,117
1879-80.....	70,973	1891-92.....	251,452

TABLE I.

Table showing Enrollment by Races from 1883 to Date.

1882-83 White	84,101	1887-88 White.....	152,184
1882-83 Colored	28,132	1887-88 Colored	50,570
1883-84 White.....	115,618	1888-89 White	159,770
1883-84 Colored	37,568	1888-89 Colored	56,382
1884-85 White	122,296	1889-90 White	154,259
1884-85 Colored	42,461	1889-90 Colored	51,003
1885-86 White	129,137	1890-91 White	178,289
1885-86 Colored	46,798	1890-91 Colored	63,830
1886-87 White	134,643	1891-92 White	187,261
1886-87 Colored	48,452	1891-92 Colored	64,191

TABLE J.

Table Showing Percentage of Enrollment upon Enumeration by Counties for the Year Ending June 30, 1892.

COUNTIES.	Enumeration.	Enrollment.	Percentage.
Arkansas	4,091	2,497	60
Ashley	4,891	3,311	67
Baxter	3,465	1,775	52
Benton	11,043	5,953	54
Boone	6,663	3,763	57
Bradley	3,083	1,739	56
Calhoun	2,873	2,046	71
Carroll	6,459	4,673	72
Chicot	3,230	1,490	46
Clark	7,476	4,810	64
Clay	4,741	2,720	57
Cleburne	3,201	1,839	57
Cleveland	4,020	2,761	68
Columbia	7,208	3,200	45
Conway	7,440	3,404	46
Craighead	4,440	3,428	77
Crawford	8,130	5,138	63
Crittenden	3,686	973	24
Cross	2,587	1,468	57
Dallas	3,643	2,379	65
Desha	2,332	1,721	73
Drew	6,350	4,113	65
Faulkner	7,342	3,930	54
Franklin	7,448	5,087	68
Fulton	4,399	2,919	66
Garland	5,253	3,080	59
Grant	3,069	2,502	81
Greene	4,826	2,189	56
Hempstead	8,430	5,029	59
Hot Spring	4,404	2,900	66
Howard	5,450	3,140	57
Independence	7,743	4,597	59
Izard	5,064	3,613	61
Jackson	5,319	3,381	63
Jefferson	13,593	9,799	72
Johnson	6,590	4,339	66
Lafayette	2,900	1,750	60
Lawrence	4,937	2,935	59
Lee	6,516	4,174	64
Lincoln	4,221	2,339	55
Little River	4,182	3,136	75
Logan	7,833	5,511	70
Lonoke	6,989	5,684	81
Madison	7,161	5,033	70
Marion	4,437	1,692	38
Miller	5,394	4,110	76
Mississippi	2,760	1,810	66
Monroe	4,882	1,251	25
Montgomery	3,087	1,460	47
Nevada	5,846	4,098	70
Newton	4,616	2,686	58
Quachita	6,040	4,035	67
Perry	2,152	1,483	69
Phillips	8,451	4,510	53
Pike	3,311	2,650	80
Poinsett	1,344	900	67
Polk	3,855	1,497	39
Pope	7,746	5,588	72
Prairie	4,020	2,835	69
Pulaski	17,530	8,455	49
Randolph	5,105	2,604	51
Saline	4,840	1,551	32
Scott	5,057	2,880	57
Searcy	4,294	3,011	70
Sebastian	11,495	7,602	65

TABLE J—*Concluded.*

COUNTIES.	Enumeration.	Enrollment.	Percentage.
Sevier.	4,006	2,161	54
Sharp.	4,102	2,144	52
St. Francis.	5,044	2,678	53
Stone.	2,805	1,223	46
Union.	5,784	4,208	73
Van Buren.	3,697	1,692	27
Washington.	12,328	7,586	61
White.	8,375	5,546	66
Woodruff.	4,888	1,827	37
Yell.	6,914	3,559	52

DAILY ATTENDANCE.

The average daily attendance for the year 1891 was 123,625 or 51 per centum of the enrollment; 1765 districts failed to report. The attendance for the year ending June 30, 1892, was 140,445 or 56 per centum of the enrollment. The gain was 16,820 children or nearly 7 per centum of the enrollment of 1892; 1323 districts failed to report.

I am unable to compare the average daily attendance of the last two years with that of the preceding years, or to present a tabular statement for the whole period of time since the public schools were started because this record has not been preserved. Enough is shown, however, to indicate that there is a constantly increasing demand for enrollment and a constantly increasing number of those who persevere to the end. These are the best tests of the worth of the schools. Judged by these we are warranted in saying that our schools are popular and that they are constantly growing better.

An examination of Table "M" shows that the extremes of daily attendance percentages are not subject to so many nor to so great fluctuations as are those of the enrollment. Baxter, Benton, Boone, Bradley, Calhoun, Carroll, Cleburne, Conway, Crittenden, Cross, Dallas, Desha, Faulkner, Garland, Hempstead, Hot Spring, Jefferson, Lee, Logan, Miller, Pike, Polk, Pope, Pulaski, Sebastian, Sevier, St. Francis, Stone, Van Buren, White and Yell Counties have maintained the average,

Cleburne and Cross maintain very high percentages, while Lafayette presents a remarkable extreme the other way. These figures are not absolute tests yet they indicate general truths. They are faulty in several respects :

1. Directors in many cases return the enrollment and average attendance alike. There are not many of these, but cases occur.

2. Directors fail to report the average attendance.

3. Examiners are sometimes too busy to transcribe what the directors send and the county suffers.

4. Teachers in many cases lack ability to finish the school register according to law.

Fully one-third of all the children between the ages of 6 and 21 are regularly in school for the whole time. But the legal age is not the practical school age. As a matter of fact the great body of the children leave school permanently at the end of their sixteenth year, and a very great number do not enter until they are 7. If to these there be added those who attend the private schools it will be found that there are fully 40 per cent.* of the enumerated school pupils who belong to these classes. From this it would appear that 67 per cent., or a full two-thirds of those practically within the school ages, are in school. The average daily attendance in New York in 1891 was 53 per centum of the enrollment, only 2 per cent. greater than ours in that year and 3 per cent. less than ours in 1892.

*NOTE.—I am unable at this writing to obtain the number of children between the ages of 16 and 21. Census Bulletin No. 216, dated October 11, 1892, gives the children in Arkansas between 17 and 20 years in 1890 at 73,596. It is safe to say that the children in the sixteenth year and in the twenty-first year with such as do not enter before the seventh year will make another 73,596. The estimate of 40 per cent. is not far wrong.

TABLE K.

Table showing the Average Daily Attendance in the Schools of the State for the Year Ending June 30, 1891, by Sex.

COUNTIES.	Number Dis- tricts.	Number Re- porting.	Males.	Females.	Total.
Arkansas	54	20	240	202	442
Ashley	40	27	634	768	1,402
Baxter	54	28	212	319	531
Benton	140	70	1,052	1,139	2,191
Boone	97	52	1,141	1,051	2,192
Bradley	40	14	307	278	585
Calhoun	35	23	503	487	990
Carroll	79	54	1,248	1,133	2,381
Chicot	10	4	298	268	566
Clark	64	46	1,297	1,174	2,471
Clay	53	28	413	428	841
Cleburne	54	33	489	441	930
Cleveland	46	16	313	292	605
Columbia	53	27	796	770	1,566
Conway	77	34	858	859	1,717
Craighead	60	41	823	716	1,539
Crawford	93	68	1,241	1,271	2,512
Crittenden	22	10	592	549	1,141
Cross	26	9	334	278	612
Dallas	47	.....	.....	.....	.....
Desha	24	.....	.....	.....	.....
Drew	64	44	1,203	1,334	2,537
Faulkner	101	60	1,119	1,045	2,164
Franklin	92	70	1,399	1,224	2,623
Fulton	74	41	562	471	1,033
Garland	31	28	962	910	1,872
Grant	50	35	537	482	1,019
Greene	64	39	808	653	1,461
Hempstead	79	44	1,177	1,110	2,287
Hot Spring	46	32	789	686	1,475
Howard	60	37	758	708	1,466
Independence	85	58	1,284	1,169	2,453
Izard	90	49	776	588	1,364
Jackson	31	23	624	605	1,229
Jefferson	34	31	2,932	2,774	5,706
Johnson	62	61	1,286	1,165	2,451
Lafayette	10	7	487	446	933
Lawrence	53	40	732	589	1,321
Lee	43	30	957	921	1,878
Lincoln	46	29	602	604	1,206
Little River	15	10	514	502	1,016
Logan	97	68	1,252	1,100	2,352
Lonoke	63	53	1,571	1,479	3,050
Madison	111	82	1,329	1,203	2,532
Marion	57	23	485	449	934
Miller	24	14	1,003	991	1,994
Mississippi	30	18	304	305	609
Monroe	44	16	336	301	637
Montgomery	62	28	407	360	767
Nevada	69	45	1,119	1,090	2,209
Newton	75	38	533	448	981
Ouachita	57	45	1,162	1,248	2,410
Perry	34	22	320	340	660
Phillips	44	19	957	1,002	1,959
Pike	47	35	845	967	1,812
Poinsett	18	12	248	155	403
Polk	71	26	504	362	866
Pope	99	64	1,139	961	2,100
Prairie	49	37	718	667	1,385
Pulaski	45	29	2,631	3,009	5,640
Randolph	82	25	593	490	1,083
Saline	62	34	634	478	1,112
Scott	75	41	736	676	1,412
Searcy	65	42	823	666	1,489

TABLE K.—*Concluded.*

COUNTIES.	Number Dis- tricts.	Number Re- porting.	Males.	Females.	Total.
Sebastian	88	61	1,973	2,087	4,060
Sevier.....	47	37	808	726	1,534
Sharp.....	71	47	682	604	1,286
St. Francis.....	34	22	685	633	1,318
Stone.....	39	18	330	271	601
Union.....	71	48	1,074	1,003	2,077
Van Buren.....	63	28	449	363	812
Washington.....	165	114	2,025	1,960	3,985
White.....	104	83	1,511	1,520	3,031
Woodruff.....	29	22	836	777	1,613
Yell.....	96	51	1,150	1,051	2,201
Totals	4,484	2,719	63,474	60,151	123,625
Percentage of average daily attendance.....					51

1765 districts not reporting.

TABLE L.

Table showing Average Daily Attendance in the Schools of the State for the Year ending June 30, 1892, by Sex.

COUNTIES.	Number Districts.	Number Reporting.	Male.	Female.	Total.
Arkansas	55	40	572	583	1,155
Ashley	41	29	796	833	1,629
Baxter	54	29	523	522	1,045
Benton	144	90	1,818	1,865	3,683
Boone	97	72	1,310	1,257	2,567
Bradley	41	31	504	504	1,007
Calhoun	38	30	619	529	1,148
Carroll	80	72	1,542	1,462	3,004
Chicot	10	6	270	270	540
Clark	65	52	1,310	1,310	2,620
Clay	58	38	646	673	1,319
Cleburne	59	39	637	776	1,413
Cleveland	47	36	648	634	1,282
Columbia	55	28	957	853	1,810
Conway	76	42	1,235	1,143	2,378
Craighead	61	46	976	771	1,747
Crawford	92	83	1,360	1,473	2,833
Crittenden	21	7	275	303	578
Cross	28	16	581	475	1,056
Dallas	48	43	727	731	1,458
Desha	26	17	449	560	1,009
Drew	61	49	1,123	1,153	2,276
Faulkner	107	70	1,226	1,149	2,375
Franklin	92	74	1,378	1,113	2,491
Fulton	72	54	731	581	1,312
Garland	35	23	982	1,027	2,009
Grant	50	43	630	558	1,188
Greene	66	46	679	591	1,270
Hempstead	80	62	1,703	1,610	3,313
Hot Spring	47	32	889	885	1,774
Howard	61	43	877	811	1,688
Independence	85	61	1,302	1,123	2,425
Izard	90	73	1,072	924	1,996
Jackson	33	31	807	848	1,655
Jefferson	34	34	2,897	3,318	6,215
Johnson	82	70	1,142	1,082	2,224
Lafayette	11	5	138	110	248
Lawrence	55	42	696	644	1,340
Lee	43	39	1,194	1,157	2,351
Lincoln	45	27	561	518	1,079
Little River	15	13	710	631	1,341
Logan	98	89	1,719	1,720	3,439
Lonoke	63	62	2,001	1,926	3,927
Madison	114	93	1,425	1,276	2,701
Marion	55	20	489	382	871
Miller	25	20	1,246	1,088	2,334
Mississippi	30	23	482	426	908
Monroe	38	4	316	264	580
Montgomery	63	26	358	340	698
Nevada	66	45	1,081	1,081	2,162
Newton	75	44	792	648	1,440
Ouachita	57	44	1,100	1,148	2,248
Perry	36	28	349	370	719
Phillips	44	27	1,066	1,052	2,118
Pike	49	41	906	780	1,686
Poinsett	19	10	164	131	295
Polk	75	21	490	396	886
Pope	101	87	1,573	1,572	3,145
Prairie	50	45	798	713	1,511
Pulaski	45	32	2,341	2,547	4,888
Randolph	85	57	453	925	1,378
Saline	62	33	456	373	829
Scott	74	47	800	708	1,508

TABLE L.—*Concluded.*

COUNTIES.	Number Districts.	Number Reporting.	Male.	Female.	Total.
Searcy	62	55	823	822	1,645
Sebastian	89	76	2,338	2,221	4,549
Sevier	47	29	657	608	1,265
Sharp	73	36	590	510	1,100
St. Francis	34	26	845	837	1,682
Stone	40	23	454	382	836
Union	72	55	1,276	1,026	2,302
Van Buren	62	14	306	304	610
Washington	165	113	1,977	2,047	4,024
White	105	96	1,677	1,652	3,329
Woodruff	31	18	476	414	890
Yell	96	61	1,135	1,005	2,140
Totals..	4560	3237	71,441	69,004	140,445
Percentage of daily attendance.....					56

1323 districts not reporting.

TABLE M.

Table showing the Percentages of Daily Attendance upon Enrollment in the Various Counties for the Year Ending June 30, 1892. This table shows where the best schools are located and how they are appreciated.

COUNTIES.	Enrollment.	Daily Attendance.	Percentage.
Arkansas	2,497	1,155	45
Ashley	3,311	1,629	49
Baxter	1,775	1,045	58
Benton	5,953	3,683	62
Boone	3,763	2,567	68
Bradley	1,739	1,007	57
Calhoun	2,046	1,148	56
Carroll	4,673	3,004	64
Chicot	1,490	540	37
Clark	4,810	2,620	54
Clay	2,720	1,319	48
Cleburne	1,839	1,413	75
Cleveland	2,761	1,282	46
Columbia	3,260	1,810	55
Conway	3,404	2,278	69
Craighead	3,428	1,747	51
Crawford	5,138	2,833	54
Crittenden	973	578	59
Cross	1,468	1,056	72
Dallas	2,379	1,458	61
Desha	1,721	1,009	59
Drew	4,113	2,276	55
Faulkner	3,930	2,375	60
Franklin	5,087	2,491	49
Fulton	2,919	1,312	45
Garland	3,080	2,009	65
Grant	2,502	1,188	47
Greene	2,689	1,270	47
Hempstead	5,029	3,313	65
Hot Spring	2,900	1,724	59
Howard	3,140	1,688	54
Independence	4,597	2,425	53
Izard	3,613	1,996	55
Jackson	3,381	1,655	49
Jefferson	9,799	6,215	63
Johnson	4,339	2,224	51
Lafayette	1,750	248	14
Lawrence	2,935	1,340	45
Lee	4,174	2,351	56
Lincoln	2,339	1,079	46
Little River	3,136	1,341	43
Logan	5,511	3,439	62
Lonoke	5,684	3,127	55
Madison	5,033	2,701	53
Marion	1,692	871	52
Miller	4,110	2,334	57
Mississippi	1,810	908	50
Monroe	1,251	500	46
Montgomery	1,460	698	48
Nevada	4,098	2,162	52
Newton	2,686	1,440	54
Ouachita	4,035	2,248	55
Perry	1,483	719	49
Phillips	4,510	2,118	47
Pike	2,650	1,686	64
Poinsett	900	295	33
Polk	1,497	886	59
Pope	5,588	3,145	56
Prairie	2,835	1,511	53
Pulaski	8,455	4,888	58
Randolph	2,604	1,378	53

TABLE M.—*Concluded.*

COUNTIES.	Enrollment.	Daily Attendance.	Percentage.
Saline.....	1,551	829	53
Scott.....	2,880	1,508	52
Searcy.....	3,011	1,645	54
Sebastian.....	7,602	4,549	61
Sevier.....	2,161	1,265	59
Sharp.....	2,144	1,100	51
St. Francis.....	2,678	1,682	63
Stone.....	1,293	836	69
Union.....	4,208	2,302	54
Van Buren.....	1,092	610	56
Washington.....	7,586	4,024	53
White.....	5,546	3,329	60
Woodruff.....	1,827	890	48
Yell.....	3,559	2,140	60
Totals.....	251,452	140,445	56

CHAPTER III.

FACTS ABOUT THE PUBLIC SCHOOL STUDIES.

1891.

Number studying Orthography ..	188,552
Number studying Reading ...	168,514
Number studying Mental Arithmetic ..	70,103
Number studying Written Arithmetic ..	84,469
Number studying English Grammar ..	43,387
Number studying Geography ..	52,985
Number studying History	24,973
Number studying higher branches ..	3,610
Number studying Penmanship ..	97,547

1892.

Number studying Orthography	203,037
Number studying Reading	187,271
Number studying Mental Arithmetic	80,778
Number studying Written Arithmetic	97,098
Number studying English Grammar	52,726
Number studying Geography	63,693
Number studying History	30,784
Number studying higher branches	4,545
Number studying Penmanship	104,792

Many districts make no report, but the number reporting increases each year, and each one shows a gratifying increase of attention to the whole course of study.

TABLE N.

Table Showing the Branches Studied in the Public Schools and the Number of Children Pursuing Each Study for Year Ending June 30, 1891.

COUNTIES.	Orthography.	Reading.	Mental Arithmetic.	Written Arithmetic.	English Grammar.	Geography.	History.	Higher Branches.	Penmanship.
Arkansas	688	672	264	324	133	185	57	41	430
Ashley	1,860	1,512	749	985	419	482	287	4	929
Baxter	847	822	115	272	120	199	86	1	164
Benton	3,445	3,242	761	1,450	697	734	342	42	962
Boone	3,303	2,768	898	1,409	740	786	669	91	978
Bradley	613	572	315	373	188	207	100	5	437
Calhoun	1,456	1,103	405	537	339	328	149		597
Carroll	4,162	2,716	1,066	1,287	626	929	366		1,430
Chicot	521	718	233	386	152	229	58	24	481
Clark	3,701	3,446	1,767	1,954	1,012	1,125	470	81	2,245
Clay	1,670	1,487	589	699	256	334	189	22	943
Clburne	1,206	1,119	367	423	186	225	149	23	510
Cleveland	2,298	1,796	616	939	443	601	337	13	1,008
Columbia	1,669	2,220	717	1,234	655	699	521	14	1,113
Conway	2,886	2,575	1,088	1,274	513	547	283	11	1,455
Craighead	2,541	2,383	1,142	1,266	530	698	408	46	1,785
Crawford	4,768	4,348	1,363	2,027	1,025	1,279	428	89	1,418
Crittenden	782	1,016	518	479	239	367	110	5	658
Cross	838	763	320	314	205	218	139	48	575
Dallas									
Desha	89	59	17	39	13	18	6		36
Drew	3,051	2,980	1,587	1,673	794	874	452	53	236
Faulkner	3,415	2,781	1,038	1,700	863	913	683	65	1,248
Franklin	4,605	4,410	1,884	1,884	833	1,106	405	116	1,992
Fulton	2,004	1,629	284	726	284	294	173	9	654
Garland	3,010	2,824	1,517	1,528	1,088	1,252	537	189	2,032
Grant	1,748	1,420	479	751	288	464	208	1	665
Greene	2,437	2,219	827	1,284	367	607	361	30	1,299

TABLE N.—Continued.

COUNTIES.	Orthography.	Reading.	Mental Arithmetic.	Written Arithmetic.	English Grammar.	Geography.	History.	Higher Branches.	Pennmanship.
Hempstead	3,232	2,840	1,444	1,440	647	1,106	589	53	1,537
Hot Spring	2,516	2,302	1,782	1,037	673	724	491	63	1,481
Howard	2,833	2,332	1,112	1,250	840	1,112	567	24	1,347
Independence	4,215	3,959	1,103	1,561	991	1,097	613	107	1,727
Izard	2,091	1,795	1,037	753	223	245	149	8	541
Jackson	2,490	2,299	1,068	767	460	658	252	12	1,555
Jefferson	6,609	6,619	4,289	772	1,477	2,538	576	317	4,965
Johnson	4,171	3,912	1,295	1,983	864	1,164	601	150	2,107
Lafayette	1,319	1,339	805	731	350	466	288	12	1,042
Lawrence	2,279	2,094	570	885	338	531	227	25	987
Lee	2,577	1,608	1,255	1,219	663	1,073	413	85	2,104
Lincoln	2,655	1,689	1,747	697	264	359	131	14	1,225
Little River	1,363	1,245	728	681	785	585	506	125	763
Logan	4,344	4,010	1,243	1,446	870	918	512	35	1,641
Lonoke	3,719	3,610	1,903	1,810	969	1,198	517	98	2,319
Madison	4,103	3,847	1,404	1,925	916	1,043	584	77	1,105
Marion	1,571	1,390	1,111	495	189	202	97	32	204
Miller	2,875	2,814	1,538	1,792	1,099	1,495	1,118	51	1,943
Mississippi	1,115	914	433	365	137	227	88	15	756
Monroe	863	1,013	354	413	111	210	94	.....	2,564
Montgomery	1,301	1,089	226	492	169	214	99	10	628
Nevada	3,284	2,978	1,442	2,932	779	1,220	495	149	1,608
Newton	1,996	1,327	201	405	163	147	107	5	161
Ouachita	3,149	2,571	983	1,417	846	967	.....	.....	1,749
Perry	1,151	964	426	416	184	230	230	32	409
Phillips	2,272	2,391	1,450	1,635	449	909	206	60	1,694
Pike	2,403	1,916	493	913	399	387	235	2	876
Poinsett	550	502	249	206	64	137	56	2	383
Polk	1,259	969	239	412	164	178	167	6	390
Pope	3,648	3,988	1,141	2,609	973	1,209	538	90	2,409
Prairie	2,236	2,041	846	1,131	561	656	380	27	1,266
Pulaski	8,650	8,193	6,246	5,292	4,883	4,635	784	234	7,341

TABLE N.--Concluded.

COUNTIES.																	
Orthography.		Reading.		Mental Arithmetic.		Written Arithmetic.		English Grammar.		Geography.		History.		Higher Branches.		Pennanship.	
Randolph	1,737	1,363	414	585	186	268	214	25	441								
Saline	1,803	1,449	642	813	395	436	193	63	849								
Scott	2,295	1,986	978	1,082	498	695	324	20	1,157								
Searcy	2,519	1,910	142	787	272	323	139	178	479								
Sebastian	6,346	6,094	3,402	4,118	1,764	2,001	681	35	4,996								
Savier	2,140	2,025	797	995	495	495	312	8	1,616								
Sharp	2,085	1,861	804	849	372	485	324	8	825								
St. Francis	1,780	1,793	886	935	408	795	365	.....	1,285							
Stone	968	871	110	275	103	127	78	.....	416							
Union	2,671	2,192	640	1,066	538	650	315	29	1,681								
Van Buren	1,095	1,011	183	414	159	144	108	10	140								
Washington	6,880	5,556	2,503	3,629	1,482	1,765	763	115	2,816								
White	3,031	.....	.....	.....	.....	...	.....	.....	.....
Woodruff	2,056	1,950	1,046	933	468	696	285	57	1,411								
Yell	3,402	3,092	995	1,439	747	886	1,130	39	1,028								
Totals	188,552	168,514	70,103	84,469	43,387	52,985	24,978	3,610	97,547								

TABLE O.

Table showing the Branches Studied in the Public Schools and the Number of Children Pursuing Each Study for the Year Ending June 30, 1892.

COUNTIES.	4—S P I								
	Orthography.	Reading.	Mental Arithmetic.	Written Arithmetic.	English Grammar.	Geography.	History.	Higher Branches.	Pennanship.
Arkansas.....	1 786	1 818	791	1,036	505	735	244	83	1,244
Ashley.....	2 358	2 180	815	1,075	593	687	337	58	1,466
Baxter.....	1 376	1,564	432	482	306	390	198	.....	462
Benton.....	4 043	4,624	1,150	2,537	1,106	1,132	476	111	1,682
Boone.....	3 608	3,195	1,155	1,565	923	983	768	73	1,266
Bradley.....	1 091	1,018	411	509	241	308	158	.....	525
Calhoun.....	1 896	1,516	610	808	412	455	255	10	906
Carroll.....	6 042	3,734	1,191	1,996	1,215	1,375	565	81	1,842
Chicot.....	676	810	458	446	190	482	93	.....	324
Clark.....	3 247	3,258	1,322	1,817	988	1,167	719	51	1,825
Clay.....	2 093	1,860	927	780	639	504	355	72	841
Cleburne.....	1 760	1,476	488	1,017	299	523	323	.....	238
Cleveland.....	2 364	2,001	947	1,247	572	657	437	42	1,076
Columbia.....	2 608	2,178	874	1,153	771	777	467	29	1,161
Conway.....	2 435	2,393	1,522	1,375	720	724	413	54	1,317
Craighead.....	2 289	2,207	1,221	1,373	714	751	416	36	1,837
Crawford.....	4 812	4,460	2,012	2,508	1,242	1,279	374	53	2,266
Crittenden.....	514	473	228	221	137	189	93	2	306
Cross.....	1 144	973	607	612	387	498	284	51	856
Dallas.....	1 153	911	505	427	262	311	198	24	532
Desha.....	4 488	.....	.....	.....	.....	.....	.....	.....	.....
Drew.....	3 409	3 529	1,958	1,929	813	1,100	517	60	2,234
Faulkner.....	3 377	2 802	882	1,057	671	868	736	49	1,007
Franklin.....	4 492	4 282	1,935	2,188	941	1,040	406	158	2,033
Fulton.....	2 561	2,172	964	961	411	398	301	52	929
Garland.....	2 867	2,618	1 495	1,610	1,216	1,423	642	217	2,234
Grant.....	1 173	1,932	780	975	536	590	402	21	835
Greene.....	4 297	3,851	2,377	2,244	1,199	1,525	782	99	2,786

TABLE O.--Continued.

COUNTIES.	Orthography.	Reading.	Mental Arithmetic.	Written Arithmetic.	English Grammar.	Geography.	History.	Higher Branches.	Penmanship.
Hempstead.....	2,196	2,192	826	935	266	610	218	5	1,295
Hot Spring.....	2,520	2,375	908	1,061	754	817	534	55	1,461
Howard.....	2,207	2,179	859	1,155	710	797	510	67	1,549
Independence.....	4,091	3,668	1,288	1,634	910	1,194	483	75	1,874
Izard.....	2,569	2,370	575	203	467	356	272	26	516
Jackson.....	2,816	2,799	1,041	954	635	719	194	79	1,710
Jefferson.....	8,615	8,117	4,239	4,380	2,210	4,356	965	422	6,548
John on.....	3,668	3,265	1,099	1,876	817	1,161	632	50	1,773
Lafayette.....	1,145	1,123	699	523	247	418	228	50	614
Lawrence.....	2,805	2,295	949	1,036	458	726	342	18	1,244
Lee.....	3,211	2,992	1,532	1,300	723	1,137	538	96	2,240
Lincoln.....	1,742	1,616	710	689	313	376	185	13	826
Little River.....	1,568	1,513	713	894	534	737	548	95	946
Logan.....	4,780	4,369	1,448	2,083	1,987	1,193	783	76	1,832
Lonoke.....	3,885	3,846	2,019	1,400	1,282	1,542	404	135	2,883
Madison.....	4,881	3,779	1,310	1,812	697	871	560	47	1,435
Marion.....	1,570	1,133	320	604	227	248	133	25	233
Miller.....	2,842	2,743	1,627	2,015	1,296	1,519	592	43	2,119
Mississippi.....	1,294	1,251	628	520	311	312	170	.....	988
Monroe.....	2,411	2,378	883	894	487	629	298	20	1,320
Montgomery.....	1,104	1,044	206	389	174	191	80	9	621
Nevada.....	2,655	3,320	1,038	1,967	839	1,281	370	255	1,742
Newton.....	2,322	1,612	236	575	249	345	196	6	208
Quachita.....	3,037	2,471	1,412	1,488	741	932	447	162	1,745
Perry.....	1,268	1,117	376	533	214	288	133	24	571
Phillips.....	3,052	3,374	2,260	2,070	684	1,097	356	.....	2,405
Pike.....	2,440	1,968	612	970	433	471	431	14	891
Poinsett.....	728	702	496	356	159	197	118	15	631
Polk.....	1,199	909	94	390	96	111	149	.....	349
Pope.....	4,399	4,487	1,516	2,241	1,088	1,411	571	139	1,877
Prairie.....	2,235	1,968	825	1,068	506	604	267	30	1,238
Pulaski.....	7,088	7,150	5,101	4,502	4,783	3,961	662	184	6,009
Randolph.....	2,273	1,564	810	432	234	314	278	.....	459

TABLE O.--Concluded.

COUNTIES.	COUNTRIES.								
	Orthography.	Reading.	Mental Arithmetic.	Written Arithmetic.	English Grammar.	Geography.	History.	Higher Branches.	Penmanship.
Saline	1,479	1,420	720	665	291	415	315	27	865
Scott	2,584	2,208	922	1,212	518	713	534	44	936
Searcy	2,688	2,006	75	891	313	460	209	12	309
Sebastian	6,941	6,869	4,050	4,763	2,933	2,961	2,409	277	2,914
Sevier	1,861	1,775	687	889	495	556	439	27	1,265
Sharp	1,745	1,546	563	633	293	417	196	33	615
St. Francis	1,985	1,866	903	922	516	825	375	32	1,486
Stone	1,170	949	135	295	123	108	110	290	290
Union	3,102	2,752	843	1,327	657	800	401	39	1,943
Van Buren	575	528	177	250	85	98	70	82	225
Washington	6,024	5,897	2,433	3,733	1,631	2,064	838	109	2,957
White	4,606	4,166	1,351	2,181	1,378	1,829	812	117	2,369
Woodruff	1,316	1,182	685	493	268	382	239	1	962
Yell	2,806	2,663	991	1,258	436	707	457	76	1,294
Totals	203,037	187,271	80,778	97,698	53,746	63,693	30,781	4,545	104,792

CHAPTER IV.

FACTS ABOUT TEACHERS AND THEIR SALARIES.

The salaries of teachers in separate school districts will be treated separately.

I.—TEACHERS.

Number white male teachers employed, 1891	2740
Number white male teachers employed, 1892	3110
Increase.	370
Number white female teachers employed, 1891	1123
Number white female teachers employed, 1892	1358
Increase.	230
Total white teachers employed, 1891	3868
Total white teachers employed, 1892	4468
Increase of white teachers	600
Number colored male teachers employed, 1891	817
Number colored male teachers employed, 1892	880
Increase.	63
Total colored female teachers employed, 1891	260
Total colored female teachers employed, 1892	293
Increase	33
Total colored teachers employed, 1891	1077
Total colored teachers employed, 1892	1173
Increase	96
Total teachers employed, 1891	4945
Total teachers employed, 1892	5641
Increase.	696

II.—SALARIES.

Average salary for first grade male, 1891	\$43 28
Average salary for first grade male, 1892	43 81
Increase	53
Average salary first grade female, 1891	37 00
Average salary first grade female, 1892.	37 25
Excess of first grade male over first grade female, 1891	6 28
Excess of first grade male over first grade female, 1892	6 56
Average salary second grade male, 1891	33 61
Average salary second grade male, 1892	34 76
Increase	1 15
Average salary second grade female, 1891	32 15
Average salary second grade female, 1892	32 50
Increase	35
Excess of second grade male over second grade female, 1891	1 46
Excess of second grade male over second grade female, 1892	2 26
Excess of first grade male over second grade female, 1891	9 67
Excess of first grade female over second grade female, 1891	4 85

Excess of first grade male over second grade male, 1892.....	9 05
Excess of first grade female over second grade female, 1892	4 75
Average salary of third grade male, 1891.....	28 48
Average salary of third grade male, 1892.....	30 24
Increase	1 76
Average salary of third grade female, 1891.....	27 40
Average salary of third grade female, 1892.....	29 00
Increase.....	1 60

The month represents twenty days. These tables show a gradual increase in the wages of every grade of teachers and of each sex. The increase of wage earning is almost in direct ratio with teacher improvement. The examinations and institutes have undoubtedly raised the standards of teaching, improved the teachers and bettered their salaries. Every item indicates a vigor almost unparalleled, and if this shall be continued regularly for the next decade, our schools will be of priceless value. (These figures apply to ungraded schools.)

From the figures adduced it follows that—

The average wages of all teachers in 1891 was.....	\$33 65
The average wages of all teachers in 1892 was.....	34 59
Increase.....	94
Average wages of males, 1891	35 12
Average wages of males, 1892	36 27
Increase.....	1 15
Average wages of females, 1891	32 18
Average wages of females, 1892	32 80

From which it appears that the average wage of males exceeds that of the females by only \$2 94, if 1891 be taken as the basis; and by \$3.47 if 1892 be taken.

It will help us to judge ourselves more righteously to look at the wages paid by our sister commonwealths.

The average monthly wages in the towns of New York for 1891 was \$33 08, or 55 cents less than the average for all classes in Arkansas

Average female wages in Massachusetts	\$44 79
Excess over us	11 99
Michigan average males (1890)	32 31
Michigan average, females	25 22
Excess in favor of Arkansas for males	2 81
Excess in favor of Arkansas for females	6 56
Tennessee average monthly wages, 1891	31 37
Arkansas, 1891.....	33 65
Excess in favor of Arkansas	2 28
Mississippi, 1891	27 74
Excess in favor of Arkansas	5 91
Iowa, 1891, males	37 54
Excess against Arkansas	2 42
I wa, 1891, females	30 52
Excess in favor of Arkansas	1 66
Ohio, 1890, elementary schools, males	37 00
Ohio, 1890, elementary schools, females	27 00
Ohio, 1890, country high schools, males	53 00
Ohio, 1890, country high schools, females	39 00

TABLE P.

Statement of Number and Salaries of Teachers, Year Ending June 30, 1891.

COUNTIES.	NUMBER TEACHERS EMPLOYED					AVERAGE MONTHLY SALARIES.					
	WHITE.			COLORED.		GRADE No. 1.		GRADE No. 2.		GRADE No. 3.	
	Male.	Female.	Total.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Arkansas	13	11	24	2	6	\$33 60	\$30 70	\$16 60	\$31 50	\$40 50	\$30 00
Ashley	31	13	44	22	28	36 60	42 50	31 70	22 50	24 66	22 00
Baxter	16	14	30	1	1	32 00	25 00	30 00	25 00	30 00	30 00
Benton	62	15	77	1	1	30 20	23 00	30 00	25 00	21 60	22 14
Boone	43	24	67	10	1	39 81	28 25	27 70	25 17	25 00	25 00
Bradley	15	7	22	10	1	41 80	33 80	31 30	27 00	26 50	25 00
Calhoun	21	5	26	13	1	41 40	32 45	37 50	28 90	25 00	25 00
Carroll	46	25	71	1	1	31 70	26 50	27 50	27 75	35 00	15 00
Chicot	1	5	6	18	6	18 33	39 75	35 65	34 48	32 91	28 05
Clark	43	31	74	23	7	44 24	39 75	42 30	38 50	40 00	30 00
Clay	31	10	41	13	13	42 66	30 00	42 30	38 50	25 00	17 50
Cleburne	28	15	43	13	13	33 00	35 40	30 75	28 20	25 00	15 00
Cleveland	27	7	34	13	13	36 58	38 33	34 60	32 00	28 25	28 05
Columbia	37	11	48	20	4	44 03	31 25	34 80	35 00	26 80	21 25
Conway	38	11	49	7	1	47 10	38 33	35 00	20 00	27 00	25 00
Craighead	64	24	88	19	2	40 70	33 10	31 50	32 75	39 80	36 25
Crawford	7	4	14	19	2	48 75	43 60	43 00	50 00	30 00	27 50
Crittenden	26	18	44	15	3	40 00	37 60	37 00	33 00	33 00	30 50
Cross	29	6	35	15	5	44 00	41 60	42 14	40 00	25 00	30 50
Dallas	58	17	75	16	3	44 41	43 70	30 40	32 00	26 60	27 50
Desh	78	17	95	4	1	37 50	33 00	30 40	32 00	28 60	30 00
Drew	53	2	55	1	1	43 30	33 37	30 90	33 50	20 00	30 00
Faulkner	50	26	76	3	5	38 70	25 00	25 60	25 00	30 00	28 75
Franklin	38	3	41	6	1	38 75	44 35	30 75	41 65	20 00	20 00
Fulton	50	21	71	28	7	40 60	30 25	35 00	27 80	26 00	29 50
Garland	36	24	60	35	35	45 60	40 50	37 20	32 10	29 50	28 75
Grant											
Greene											
Hempstead											

TABLE P.—Continued.

COUNTIES.	NUMBER TEACHERS EMPLOYED.				AVERAGE MONTHLY SALARIES.					
	WHITE.		COLORED.		GRADE No. 1.		GRADE No. 2.		GRADE No. 3.	
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Male.	Female.
Hot Spring	49	11	60	8	3	63	\$44 90	\$37 00	\$33 00	\$31 00
Howard	43	12	55	10	11	66	41 30	33 60	40 70	37 00
Independence	86	21	107	16	19	126	37 60	34 30	23 10	33 50
Izard	45	7	54	2	2	55	32 60	39 00	27 50	23 50
Jackson	40	8	48	17	4	21	50 60	51 25	37 50	40 00
Jefferson	23	31	54	67	24	91	41 63	40 35	37 65	37 03
Johnson	81	17	98	.....	.....	98	36 70	38 40	29 50	22 60
Lafayette	12	4	16	9	8	33	55 00	43 30	39 30	37 50
Lawrence	43	19	62	5	17	33	40 60	34 10	34 30	33 30
Lee	15	13	28	31	5	67	48 35	44 25	42 77	41 25
Lincoln	26	18	44	23	41	68	43 20	37 60	34 50	36 50
Little River	18	8	26	11	12	38	51 30	49 00	46 50	.....
Logan	89	17	106	8	10	116	57 20	45 00	40 00	35 00
Lonoke	56	29	85	25	7	117	42 80	34 00	37 12	34 40
Madison	74	28	102	.....	.....	102	35 00	27 60	27 50	26 50
Marion	27	2	29	.....	.....	29	36 00	28 10	28 10	24 00
Miller	25	10	35	20	8	63	62 50	51 25	45 40	46 30
Mississippi	12	10	22	9	13	35	41 40	43 75	41 00	41 60
Monroe	16	5	21	5	7	28	40 60	35 00	35 37	35 00
Montgomery	23	6	29	.....	.....	29	39 30	33 33	38 60	40 00
Nevada	54	20	74	25	4	103	47 00	36 60	.....	.....
Newton	39	6	45	.....	.....	45	33 40	22 50	26 50	29 50
Osachita	35	20	55	34	6	95	67 20	34 75	32 00	31 16
Perry	26	6	32	7	8	40	38 00	35 00	32 50	30 00
Phillips	8	17	25	21	1	42	39 50	45 00	44 00	36 50
Pike	55	2	57	1	1	58	37 00	30 00	34 00	30 00
Poinsett	10	7	17	4	5	22	44 75	39 16	32 00	25 00
Polk	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pope	81	14	95	10	2	107	42 20	35 70	36 00	29 32
Prairie	29	28	57	19	6	82	51 46	32 85	32 63	29 61
Pulaski	35	63	98	39	73	171	52 60	45 00	39 50	37 20
Randolph	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE P.—*Concluded.*

COUNTIES.	NUMBER TEACHERS EMPLOYED.				AVERAGE MONTHLY SALARIES.					
	WHITE.		COLORED.		GRADE No. 1.		GRADE No. 2.		GRADE No. 3.	
	Male.	Female.	Total.		Male.	Female.	Male.	Female.	Male.	Female.
Saline	41	11	52	6	\$38 00	\$45 25	\$34 20	\$34 80	.....	\$33 00
Scott	42	8	50	.....	40 00	41 00	31 30	30 30	.....	26 00
Searcy	51	4	55	.....	33 30	37 50	25 50	.....	.....	.....
Sebastian	86	49	135	12	95 40	50 00	100 00	43 00	.....	.....
Sewier	30	13	43	8	49 50	42 14	35 00	35 60	.....	.....
Sharp	35	6	41	3	45 50	30 00	35 00	25 00	.....	.....
St. Francis	16	19	35	7	47 50	46 50	42 00	41 00	.....	.....
Stone	19	3	22	28	38 00	35 00	28 80	25 00	.....	.....
Union	45	34	79	7	39 14	41 05	29 07	27 26	.....	.....
Van Buren	14	7	21	6	40 43	29 50	26 40	26 00	.....	.....
Washington	106	39	145	2	33 20	31 00	30 00	22 80	.....	.....
White	77	47	124	4	38 00	33 50	34 20	32 50	.....	.....
Woodruff	17	13	30	10	57 00	41 00	42 70	36 00	.....	.....
Yell	55	19	74	7	45 50	35 37	34 00	32 50	.....	.....
Totals	2740	1128	3868	3	.....	.....	.....	.....	.....	.....
State average .....	.....	.....	.....	1077	43 28	37 00	33 61	32 15	28 48	27 40

TABLE Q.
Statement of Number and Salaries of Teachers, Year Ending June 30, 1892.

COUNTIES.	NUMBER EMPLOYED.				AVERAGE MONTHLY SALARIES.					
	WHITE.		COLORED.		GRADE No. 1.		GRADE No. 2.		GRADE No. 3.	
	Male.	Female.	Total.	Total.	Male.	Female.	Male.	Female.	Male.	Female.
Arkansas	32	27	59	14	\$14 80	\$16 45	\$31 00	\$32 00	\$29 00	\$31 00
Ashley	35	12	47	22	55 29	42 50	41 50	51 00	38 30	40 00
Baxter	22	13	35	.....	32 50	33 25	29 60	22 80	30 00	25 20
Benton	80	37	117	1	32 75	30 00	41 20	24 00	23 00	30 00
Boone	71	26	97	.....	30 40	31 25	27 96	25 00	24 00	20 28
Bradley	17	14	31	15	49 00	71 60	32 75	36 25	27 50	31 00
Calhoun	22	10	32	17	44 16	38 25	35 25	33 95	28 73	29 83
Carroll	65	30	95	1	35 68	27 04	24 95	21 25	22 05	23 85
Chicot	2	7	9	26	35	51 00	39 60	37 60	32 50	35 00
Clark	52	31	83	12	43 80	38 12	34 22	32 33	34 52	26 44
Clay	39	15	54	34	42 15	34 50	35 25	35 53	30 62	30 00
Cleburne	33	14	47	.....	34 52	30 12	32 84	28 33	25 00	.....
Cleveland	38	12	50	18	46 90	31 60	34 40	33 75	30 00	.....
Columbia	41	19	60	34	44 44	40 00	31 60	28 00	23 40	.....
Conway	26	13	39	8	45 00	40 00	32 50	33 00	31 40	31 00
Craighead	42	13	55	1	.....	.....	.....	.....	.....	.....
Crawford	81	30	111	11	40 00	36 33	36 30	36 00	28 40	28 50
Crittenden	1	8	9	6	40 00	40 00	40 00	40 00	39 16	35 00
Cross	11	9	20	13	47 12	41 00	36 82	46 00	.....	.....
Dallas	31	17	48	13	43 20	34 00	32 40	26 50	26 70	23 75
Desha	8	8	16	21	47 30	41 67	43 13	40 00	37 50	.....
Drew	32	23	55	4	45 00	38 83	38 83	33 83	30 30	26 51
Faulkner	78	18	96	3	46 90	37 60	33 00	26 60	39 30	29 40
Franklin	78	18	96	2	45 96	37 60	33 00	30 50	33 80	29 40
Fulton	49	13	62	2	81 60	29 50	28 30	26 00	33 80	29 40
Garland	28	28	56	4	48 30	42 80	35 30	34 30	32 50	17 50
Grant	49	6	55	3	39 70	27 50	35 40	31 20	33 50	33 00
Greene	53	17	70	7	36 70	36 80	.....	.....	.....	.....

TABLE Q.—Continued.

COUNTIES.	NUMBER EMPLOYED				AVERAGE MONTHLY SALARIES							
	WHITE.		COLORED.		GRADE No. 1.		GRADE No. 2.		GRADE No. 3.			
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Male.	Female.		
Hempstead	45	26	71	38	9	47	\$47 70	\$40 60	\$40 70	\$34 10	\$37 00	\$34 10
Hot Spring	39	16	55	8	2	10	42 80	36 00	34 20	28 80	20 00	
Howard	49	11	60	7	3	10	38 20	46 00	29 20	30 00	32 40	27 60
Independence	85	21	106	10	3	13	46 00	32 80	32 00	33 00	37 00	28 00
Izard	70	7	77	1	...	1	35 80	27 50	29 30	25 00	27 00	
Jackson	49	17	66	19	9	28	45 30	44 90	36 00	32 50	33 50	22 50
Jefferson	22	32	54	73	9	100	41 18	43 71	37 66	37 41	31 00	36 41
Johnson	74	16	90	3	2	5	39 70	26 00	35 50	31 70	37 00	33 00
Lafayette	13	3	16	9	6	15	55 00	47 50	39 16	40 00		36 60
Lawrence	47	27	74	5	1	6	41 50	38 20	36 60	30 23	33 50	33 33
Lee	19	14	33	38	10	48	49 90	44 67	30 00	36 66	37 85	33 00
Lincoln	27	8	35	23	3	26	43 00	36 66	33 20	31 00	30 00	
Little River	24	7	31	14	5	19	50 00	50 00	39 50	39 50	40 00	35 00
Logan	106	19	125	5	3	8	48 50	35 85	36 00	35 87	32 88	35 20
Lonoke	53	33	86	30	9	39	40 92	35 85	36 69	34 32	29 45	39 00
Madison	79	27	106	1	...	1	32 90	25 00	28 30	25 00	24 30	24 00
Marion	27	7	34	...	...	...	38 00	31 00	31 25	27 50	26 00	26 66
Miller	24	13	37	25	5	30	47 70	47 50	49 70	37 25	30 00	
Mississippi	13	17	30	9	5	14	45 50	45 25	36 50	39 50	30 00	33 75
Monroe	24	9	33	25	7	32	45 20	40 00	35 90	41 60	30 00	33 75
Montgomery	26	6	32	...	1	1	37 33	35 00	34 75	27 50	27 44	30 00
Nevada	52	22	74	24	3	27	38 50	35 40	32 80	30 00	24 00	21 20
Newton	50	5	55	36	6	42	33 40	25 00	26 00	24 00	20 80	17 50
Ouachita	31	24	55	...	...	...	46 72	39 80	29 92	26 50	22 22	31 78
Perry	29	7	36	5	2	7	39 17	36 66	32 57	35 00	30 70	31 08
Phillips	9	25	34	28	28	56	54 50	42 80	39 50	40 30	...	36 75
Pike	47	8	55	...	...	...	39 50	34 65	34 00	32 20	26 83	37 50
Poinsett	15	7	22	...	...	...	56 00	38 60	35 00	35 00	33 75	30 00
Polk	27	27	54	1	...	1	...	...	...	...	30 80	40 00
Pope	103	15	118	8	...	8	47 60	36 00	27 60	48 00	33 00	33 33
Prairie	2	27	53	23	5	28	45 50	33 78	32 00	27 77	26 00	23 83

TABLE Q.--Concluded.

[illegible]

TABLE Q Q.

Table Showing the Number of Teachers Employed for Various Years Since 1869.

1869.....	1,335		1886, male.....	2,845	
1870.....	2,302		1886, female.....	846	
1871.....	2,128				3,691
1872.....	2,035		1887, male.....	3,176	
1873.....	1,481		1887, female.....	991	
1876.....	461				4,167
1879.....	1,458		1888, male.....	3 431	
1880.....	1,872		1888, female.....	1,233	
1881.....	2,169				4,664
1882.....	2,501		1889, male.....	4 108	
1883.....	2,462		1889, female.....	1,837	
					5,945
1884, male.....	2,236		1891, male.....	3,557	
1884, female.....	663		1891, female.....	1,328	
		2,899			4,885
1885, male.....	2,801		1892, male.....	3,990	
1885, female.....	781		1892, female.....	1,651	
		3,582			5,641

CHAPTER V.

FACTS ABOUT THE NUMBER OF SCHOOLS TAUGHT IN EACH COUNTY, THEIR LENGTH IN MONTHS, AND THE AVERAGE LENGTH OF TERM IN DAYS, TOGETHER WITH THE SAME FACTS AS TO TOWN SCHOOLS.

Number of schools taught, 1891	4,251
Number of schools taught, 1892	4,725
Increase	474
Total number teachers employed, 1891	4,945
Total number teachers employed, 1892	5,641
Increase.....	696
Schools not reported as to length of term, 1891.	694
Schools not reported as to length of term, 1892.....	816
Number of months taught in the State, 1891	16,297
Number of months taught in the State, 1892	17,441
Increase.....	1,144
Average number of days for each school, 1891	76
Average number of days for each school, 1892	74

A careful reading of what follows will show that these figures are somewhat below the truth, but it is evident that the term at best is very short in the country schools ; more money is an imperative necessity.

Number white teachers employed in 61 town schools, 1892	354
Number colored teachers employed in 61 town schools, 1892	130
Total number teachers employed in 61 town schools, 1892.	484
Total school population in 61 town schools, 1892.....	48,595
Average length of term in days	116
(Or, one-eighth the school population has a school term of nearly 6 months.)	
Number teachers employed in 9 cities, 1892.....	212
Number days taught by these cities, 1892	1,460
Average length of term in these cities in days	162

AVERAGE NUMBER OF DAYS.

I have thought for some time that the columns of figures which lumber the reports in my office hid an error concerning the average number of days taught in the various schools of Arkansas. In probing the matter I soon found that many reports omitted two-thirds of the districts in the counties. These were not in all cases the rural districts, as is commonly

supposed. Towns of the dignity of Prescott and Dardanelle are blank as to these and other important affairs. In fact it does not appear that schools were opened in these towns, and yet they had a high average attendance upon good schools, which ran for at least eight months. Statistics of this kind are certainly not very convincing. Their absence, however, does not make the average attendance as found in this book any less; the truth would make it somewhat more, and a wise system will always seek the truth.

But the strangest part of the affair came to the surface as the investigation proceeded. It was soon found that the great burden of the reports consisted of rural schools with one teacher, operated for a certain number of months. Judge of my surprise to find Little Rock, with sixty-two teachers and sixty-two rooms, operated for nine months each, put down as one school for nine months. Pine Bluff, with twenty-one teachers, operating in separate rooms for ten months, was put down as five schools for ten months. This made a building with four or five teachers of no more moment in the calculation than a 12x18 log cabin with one teacher. Fort Smith, with forty-nine teachers for nine months, was put down as seven schools for nine months. Another calculation based upon the building.

“And so the water came down at Lodore.”

In every town, without exception, the calculation for average number of months taught was made either to include all the different schools in the system, or all in one building. Some differentiated the question upon race, others upon buildings, and others upon the cities and towns.

It is evident at once that the value of the long term in the multiple number of separate rooms that make a system is lost by this system of calculating. If a single room in the country, running with one teacher for three months, is to be called a school, and permitted to enter a calculation wherein its force is to lower the apparent length of one school term, why should not a single room in a series of sixty, running ten months each,

be permitted to do justice to the calculation by injecting its *individual* force into the calculation of averages?

Having the number of teachers and the length of term, I began to make such changes as would bring the force of every school into the calculation. The result is not accurate from the fact many country schools, and many in the smaller towns, were calculated as reported, because the data for correction were not shown upon the face of the papers.

The average term for the schools of the State is something more than seventy-four days; for sixty-one towns 116 days, and for nine cities 162 days. From these figures it is evident that the average of the country schools must be less than three months. Are we maintaining an efficient system of public schools for our children? I am willing to admit that the State has made a wonderful growth, and is doing a remarkable work with the money in hand; I am willing to admit that we excel many other commonwealths, but are we doing our best to have an efficient system of public schools? No system is efficient which gives to the children of the country less than a five months term of school. But we can do little more than we are doing until the people determine to change their organic law. I believe that they are willing to remove the limit upon the legislative right to tax, and that they would do so were an opportunity presented. An amendment of this kind should be presented to them for action and this at once.

TABLE R.

Table showing the Number of Teachers Employed in Each County and the Number of Months the Schools were taught in each County, for the Year Ending June 30, 1891.

COUNTIES.	No. Schools Taught.	No. Months Schools Were Taught.
Arkansas..	28	182
Ashley..	65	168
Baxter ..	23	127
Benton ..	78	233
Boone ..	56	176
Bradley ..	31	110
Calhoun ..	38	185
Carroll ..	78	308
Chicot ..	25	98
Clarks ..	71	225
Clay ..	36	135
Cleburne..	34	107
Cleveland..	44	166
Columbia ..	10	84
Conway ..	78	317
Craighead ..	43	203
Crawford ..	92	305
Crittenden ..	11	82
Cross ..	17	71
Dallas ..	59	264
Desha ..	25	75
Drew ..	27	147
Faulkner ..	83	333
Franklin ..	88	310
Fulton ..	49	169
Garland ..	48	197
Grant ..	43	121
Greene ..	57	235
Hempstead ..	81	378
Hot Spring..	55	267
Howard ..	48	155
Independence..	97	530
Izard ..	49	198
Jackson..	68	287
Jefferson ..	124	622
Johnson ..	58	219
Lafayette ..	27	160
Lawrence ..	51	197
Lee ..	41	131
Lincoln ..	54	147
Little River..	38	122
Logan ..	105	468
Lonoke ..	113	526
Madison ..	91	279
Marion ..	19	85
Miller ..	55	225
Mississippi ..	14	83
Monroe ..	17	00
Montgomery..	31	105
Nevada ..	70	269
Newton ..	45	127
Ouachita ..	85	341
Perry ..	40	175
Phillips..	40	184
Pike ..	58	157
Poinsett ..	17	78
Polk ..	28	84
Pope ..	95	279
Prairie ..	74	198
Pulaski ..	114	833
Randolph ..	76	210

TABLE R.—*Concluded.*

COUNTIES.	No. Schools Taught.	No. Months Schools Were Taught.
Saline	52	155
Scott	47	148
Searcy	47	163
Sebastian ..	84	215
Sevier	48	163
Sharp	36	122
St. Francis ..	48	227
Stone	20	69
Union	105	299
Van Buren ..	22	66
Washington ..	129	494
White	123	520
Woodruff	84	252
Yell	50	150
Totals	1,251	16,297

76 days.

TABLE S.

Table showing the Number of Teachers Employed in each County, the Number of Months the Schools were Taught, and the Average Number of Days each was Taught, for the Year Ending June 30, 1892.

COUNTIES.	Number of Teachers Employed.	Number of Months School was Taught.	Average Number of Days.	REMARKS.
Arkansas	60	244	81	Full report.
Ashley	64	198	62	Full report.
Baxter	35	93	53	Full report.
Benton	104	427	82	Full report.
Boone	80	307	77	Full report.
Bradley	40	152	76	Full report.
Calhoun	49	125	51	Full report.
Carroll	87	332	76	Full report.
Chicot	32	140	88	Full report.
Clark	90	270	70	Full report.
Clay	42	156	65	Full report.
Claburne	26	78	60	Full report.
Cleveland	54	156	56	Full report.
Columbia	78	220	56	Not full.
Conway	44	186	85	Thirty-eight districts blank.
Craighead	70	296	85	Full report.
Crawford	104	423	81	Full report.
Crittenden	14	47	67	Full report.
Cross	26	118	90	Full report.
Dallas	42	126	60	Full report.
Desha	38	124	65	Full report.
Drew	86	249	67	Full report.
Faulkner	91	372	82	Full report.
Franklin	82	289	79	Full report.
Fulton	43	166	77	Full report.
Garland	37	161	87	Full report.
Grant	55	140	51	Full report.
Greene	62	223	72	Full report.
Hempstead	100	407	81	Full report.
Hot Spring	56	190	68	Full report.
Howard	40	148	74	Full report.
Independence	91	325	72	Full report.
Izard	71	219	59	Full report.
Jackson	83	321	78	Full report.
Jefferson	154	852	111	A very full report.
Johnson	78	268	69	Full report.
Lafayette	17	87	102	Full report.
Lawrence	57	228	80	Full report.
Lee	66	287	57	Full report.
Lincoln	43	93	43	Not clear.
Little River	49	228	95	Full report.
Logan	128	329	52	Not clear.
Lonoke	116	429	74	Full report.
Madison	101	328	64	Full report.
Marion	17	46	54	Forty districts blank.
Muller	50	27	103	Full report.
Mississippi	43	150	70	Full report.
Monroe	43	131	61	Full report.
Montgomery	26	78	60	Thirty seven districts blank.
Nevada				All blank.
Newton	51	140	54	Full report.
Ouachita	83	307	73	Full report.
Perry	40	100	50	Full report.
Phillips	58	229	77	Full report.
Pike	48	125	52	Nearly full.
Poinsett	20	69	68	Nearly full.
Poik	11	32	58	Sixty-four districts blank.

TABLE S.—*Concluded.*

COUNTIES.	Number of Teachers Employed.	Number of Months School was Taught.	Average Number of Days	REMARKS.
Pope	121	465	77	Full report.
Prairie	73	245	67	Full report.
Pulaski	165	833	101	Full report.
Randolph	67	184	55	Nearly full.
Saline	39	134	69	Nearly full.
Scott	53	196	74	Full report.
Searcy	54	166	64	Full report.
Sebastian	136	799	111	Full report.
Sevier	45	138	61	Full report.
Sharp	44	140	63	Full report.
St. Francis	56	255	91	Full report.
Stone	28	81	58	Sixteen dlstricts blank.
Union	110	315	57	Full report.
Van Buren	19	57	60	Not full.
Washington	134	555	83	Full report.
White	126	397	63	Full report.
Woodruff				All blank.
Yell	74	280	75	Not full.
Totals	4,725	17,441	74	Days.

TABLE T.

Table showing Town Districts, the Superintendents or Principals in Charge, Number of Teachers Employed, and Number of Months each School was in Session for Year Ending June 30, 1892; also the School Population.

NAME.	Name Superintendent or Principal.	Number Teachers.			No. of Months.	Total Months.	School Population.
		White.	Black.	Total.			
Hot Springs.....	George B. Cook.....	20	5	25	8	200	2,670
Eureka Springs.....	C. S. Barnett.....	13	0	13	6	78	904
Fort Smith.....	J. L. Holloway.....	39	10	49	9	441	3,747
Little Rock.....	J. R. Rightsell.....	42	26	62	9	558	9,984
Pine Bluff.....	Miss Ruth McBride.....	12	9	21	10	210	2,909
Centre Point.....	D. C. Cowling.....	3	.....	3	5	15	183
Mineral Springs.....	.....	2	.....	2	3	6	177
Nashville.....	W. J. McIlwain.....	4	1	5	5	25	330
Brinkley.....	.....	4	2	6	4	24	623
Holly Grove.....	.....	2	1	3	4	12	140
Malvern.....	W. D. Leiper.....	7	2	9	8	72	835
Ozan.....	.....	2	1	3	4	12	67
Hope.....	W. T. Atkins.....	6	4	10	8	80	685
Fulton.....	.....	1	1	2	6	12	119
Fayetteville.....	N. P. Gates, Sr.....	9	2	11	9	99	1,309
Springdale.....	Prof. Cole.....	3	.....	3	7	21	126
Van Buren.....	W. L. Edmiston.....	8	2	10	9	90	1,049
Alma.....	.....	2	1	3	5	15	295
Russellville.....	A. E. Lee.....	6	1	7	9	63	659
Morrilton.....	T. P. Murrey and W. B. Toon.....	6	1	7	10	70	717
Conway.....	J. M. C. Vaughter.....	5	1	6	8	48	671
Searcy.....	.....	.....	.....	.....	.....	.....	634
Prospect Bluff.....	.....	3	1	4	6	24	276
Beebe.....	.....	5	1	6	7	42	531
Lonoke.....	J. J. Doyne.....	7	1	8	9	72	464
Hazen.....	.....	.....	.....	.....	.....	.....	.....
Camden.....	C. T. Gordon.....	5	3	8	9	72	810
Texarkana.....	.....	8	4	12	8	96	1,342
Prescott.....	Crawford.....	.....	.....	.....	.....	.....	.....
Arkadelphia.....	C. D. Wolverton.....	5	3	8	8	64	1,028
Jonesboro.....	D. L. Thompson.....	6	1	7	9	63	729
Paragould.....	.....	4	.....	4	6	24	434
Helena.....	J. J. Davidson.....	7	7	14	8	112	2,273
Monticello.....	W. T. Spence.....	4	3	7	7	49	714
Newport.....	.....	4	4	8	9	72	435
Batesville.....	J. C. Littlepage.....	8	2	10	9	90	765
Walnut Ridge.....	James H. Townsend.....	.....	.....	.....	.....	.....	.....
Marianna.....	T. C. Futrell.....	3	1	4	8	32	724
Paris.....	G. S. Minimier.....	6	.....	6	.....	.....	420
Arkansas City.....	J. W. Thompson.....	2	2	4	8	32	310
Hamburg.....	Cowling.....	1	1	2	6	12	342
Waldron.....	.....	4	.....	4	4	16	256
Washington.....	W. F. Lee.....	3	2	5	7	35	812
Dardanelle.....	E. E. Mercer.....	4	.....	4	.....	.....	781
Atkins.....	.....	4	1	5	6	30	329
Kingsland.....	A. J. Wheat.....	3	1	4	8	32	248
Osceola.....	.....	3	2	5	10	50	359
Bloomfield.....	.....	.....	.....	.....	.....	.....	94
Siloam.....	.....	4	.....	4	4	16	359
Rogers.....	.....	7	.....	7	5	35	635
Bentonville.....	N. C. Copenhaver.....	9	1	10	6	60	701
Forrest City.....	.....	5	6	11	7	77	861
Renton.....	J. A. Kimbrough.....	8	5	8	9	72	710
Harrison.....	W. J. Terry.....	7	.....	7	5	35	493
Stuttgart.....	Sullards.....	5	1	6	6	36	325
St. Charles.....	I. C. Gibson.....	2	1	3	8	24	182
Wynne.....	.....	3	2	5	9	45	390
Warren.....	E. H. Carson.....	3	3	6	9	54	596
Fordyce.....	.....	3	2	5	6	30	469
Stephens.....	.....	5	4	9	3	27	628
Philadelphia.....	J. W. C. Gardner.....	.....	.....	.....	.....	.....	.....
Totals.....		354	130	484	.....	2,801	48,595

Average length of term in days, 116.

TABLE U.

Table showing the Teachers, Number of Months Taught, and Average Length of Term in the Cities of the State for Year Ending June 30, 1892.

CITIES.	Superintendents.	No. Teachers.	Months Taught.	No. Days.
Little Rock	J. R. Rightsell .	62	9	180
Fort Smith	J. L. Holloway .	49	9	180
Hot Springs	G. B. Cook	25	8	160
Pine Bluff	Ruth McBride . . .	21	10	200
Eureka Springs	C. S. Barnett	13	6	120
Camden	C. T. Gordon . . .	5	6	120
Texarkana .....	.....	12	8	160
Helena	J. J. Davidson . . .	14	8	160
Fayetteville	N. P. Gates	11	9	180
Totals .....	.....	212	...	1,460
Average length of term .....	.....	.....	...	162

CHAPTER VI.

TABLE SHOWING THE NUMBER OF SCHOOL HOUSES AND THEIR VALUE.

Number school houses erected in 1891.....	293
Brick.....	1
Frame.....	255
Log	33
Total value.....	\$73,342 38
Number erected in 1892.....	172
Brick	5
Frame	137
Log	9
Total value.....	\$97,347 49
Total number in State, 1892	2,946
Brick	21
Frame	2,181
Log.....	140
Total value	\$1,765,831 00
Total number reported with grounds enclosed.....	168

Statement of the Number of Public School Houses Reported Year Ending June 30, 1891.

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TABLE V.—*Concluded.*

COUNTIES.	ERECTED DURING THE YEAR.					WHOLE NUMBER OF PUBLIC SCHOOL HOUSES IN THE STATE.						
	Number.	MATERIAL USED IN CON- STRUCTION.			Cost.	Number.	MATERIAL USED IN CON- STRUCTION.			Condition.	Value.	No. With Grounds Enclosed.
		Brick.	Frame.	Log.			Brick.	Frame.	Log.			
Pope	3	.....	3	.....	\$ 575 00	60	.....	44	5	Good	\$ 17,779 60	4
Prairie	2	.....	2	.....	456 00	56	1	55	.....	"	12,854 50	3
Pulaski	5	.....	5	.....	1,150 95	13	.....	13	.....	"	239,700 00	2
Randolph	4	.....	4	.....	890 00	40	.....	28	2	Good	24,404 08	8
Saline .....	.....	.....	.....	.....	.....	42	.....	41	.....	"	7,293 50	1
Scott	13	.....	7	2	3,925 00	20	.....	3	1	"	9,072 26	7
Searcy	2	.....	2	.....	4,100 00	51	3	8	.....	"	622,475 00	.....
Sebastian	1	.....	1	.....	125 00	37	.....	33	2	"	6,286 20	.....
Sevier	5	.....	5	.....	468 40	19	.....	13	5	"	3,592 00	.....
Sharp	3	.....	3	.....	1,425 00	29	.....	26	1	"	12,681 20	3
St. Francis .....	.....	.....	.....	.....	.....	10	.....	6	4	"	1,990 20	.....
Stone	2	.....	1	1	150 00	59	.....	25	18	"	6,434 00	1
Union .....	.....	.....	.....	.....	.....	22	.....	10	8	"	2,555 00	5
Van Buren .....	.....	.....	.....	.....	.....	80	.....	50	16	"	32,214 70	4
Washington	18	.....	14	1	2,852 78	83	2	67	3	"	27,435 09	.....
White	2	.....	2	.....	1 338 23	25	1	.....	.....	"	6,091 23	.....
Woodruff	2	.....	2	.....	450 00	36	.....	.....	.....	"	.....	.....
Yell	3	.....	3	.....	.....	.....	1	28	3	"	25,670 50	.....
Total	293	1	255	33	\$73,342 88	2,736	24	1,761	290	Good	\$1,765,831 83	139

TABLE W.

Statement of the Number of Public School Houses Reported Year Ending June 30, 1892.

COUNTIES.	ERECTED DURING THE YEAR.				WHOLE NUMBER OF PUBLIC SCHOOL HOUSES IN THE STATE.							
	MATERIAL USED IN CONSTRUCTION.			Number.	Cost.	MATERIAL USED IN CONSTRUCTION.				Condition.	Value.	No. With Grounds Enclosed.
	Brick.	Frame.	Log.			Brick.	Frame.	Log.				
Arkansas.....	2				\$400 00	50		47	3	Good	\$12,801 00	
Ashley.....	8				886 33	36		36		"	6,300 00	
Baxter.....	3				637 00	11		8	3	"	3,406 00	
Benton.....	2				488 00	101				"	59,729 00	
Boone.....	7				1,978 00	78		70	8	"	24,528 00	
Bradley.....	3				332 85	31				"	6,488 70	
Calhoun.....						35		35		"	3,461 25	
Carroll.....	2	1	1		5,938 57	73	1	59	13	"	18,938 00	
Chicot.....	1		1		120 00	6		6		"	5,230 00	
Clark.....	2		2		475 00	54				"	10,305 00	
Clay.....	4		4		985 00	55		55		Good	11,165 00	
Cleburne.....												
Cleveland.....	1		1		100 00	31		30	1	Good	3,310 00	
Columbia.....	2		2		400 00	30		29	1	"	3,365 00	
Conway.....	1		1		450 00	37		34	2	"	6,920 00	
Craighead.....	12		12		8,116 75	49		48		"	97,500 00	
Crawford.....	1		1		221 00	79	1		6	"	34,569 00	
Crittenden.....	5		5		2,430 00	12		12		"	4,550 00	
Cross.....	3		3		1,385 84	19				"	6,891 00	
Dallas.....	2				285 00	2		2		"	5,470 00	
Desha.....	1		1		795 00							
Drew.....	1		1		175 00	38		38		Good	9,371 50	
Faulkner.....	5		5		557 00	51		51		"	8,052 00	
Franklin.....						67				"	8,260 00	
Fulton.....	6	1	5	1	1,036 00	46	2	37	7	"	21,170 18	
Garland.....	2		1		14,431 20	31						
Grant.....	4		4		496 59	47		41	6	Good	4,988 35	

TABLE W.—Continued.

COUNTIES.	ERECTED DURING THE YEAR.				WHOLE NUMBER OF PUBLIC SCHOOL HOUSES IN THE STATE.			
	Number.	MATERIAL USED IN CONSTRUCTION.			Number.	MATERIAL USED IN CONSTRUCTION.		Value.
		Brick.	Frame.	Log.		Brick.	Frame.	
Greene	6		6		42	1	40	\$ 8,189 00
Hempstead	1		1		66		66	23,138 22
Hot Spring	6		4	2	48		43	9,375 00
Howard					35		34	7,697 00
Independence					57	1	55	21,739 00
Izard					30			7,639 38
Jackson					40		40	23,136 00
Jefferson	2		2		56	2	52	71,755 00
Johnson	1		1		51			15,962 25
Lafayette	2		1	1	16		14	8,960 00
Lawrence	2		2		36			17,433 00
Lee	2		2		49		49	19,350 00
Lincoln	3		3		23		23	4,110 00
Little River	3		3		22		22	7,750 00
Logan	3		3		62	1	61	25,131 00
Lonoke	4		3		66		64	20,355 00
Madison					85	40	40	9,995 00
Marion	4		2	2	19		19	1,805 00
Miller					16			
Mississippi					15		13	5,605 00
Monroe	2		2		15	2	13	20,801 00
Monigomery					20		15	2,405 00
Nevada					37		37	5,807 00
Newton	1				37			4,740 00
Onachita	6		6		69			18,851 90
Perry	1	\$			25		25	4,075 00
Phillips	3		3		43		43	37,450 00
Pike	7				32			36,950 00
Poinsett					21		21	6,938 50
Polk	2		1		15		9	1,605 00

No. With Grounds Enclosed.

TABLE W. W.
Growth of School Property.

	No. Houses.	Value
1884	1453	\$ 384,827 73
1885	1676	424,521 96
1886	1769	554,873 80
1887	2102	644,067 20
1888	2452	705,276 92
1891	2736	1,765 831 88
1892	2986	1 485,671 58

CHAPTER VIII.

FACTS ABOUT REVENUE.

1891, RECEIPTS.

The State tax yielded	\$ 321,545 39
The poll tax yielded	154,728 40
The local tax yielded.....	600,102 40
From other sources.....	10,860 66
Total revenue	\$1,087,236 85

1891, EXPENDITURES.

For salaries of teachers.....	\$ 907,141 59
For purchasing houses or sites.....	4 209 88
For building or repairing.....	104,166 27
For purchasing apparatus	12,505 53
For Treasurers' commissions.....	30,077 77
For other purposes	18,714 30
	\$1,076,815 34
Balance unexpended.....	10,421 51

Total real and personal valuation for 1890, the valuation that yielded this revenue, \$174,737,758.

The revenue raised in 1891 is equivalent to a tax of 6.2 mills on every dollar of wealth. The revenue expended was equivalent to a levy of 6.1 mills.

But the State appropriated to youths in—

Arkansas Industrial University.....	\$ 26,100 00
Blind School	37,446 00
Deaf-Mute.....	28,225 00
Branch Normal College.....	7,350 00
Normal schools.....	2,000 00
Public schools.....	1,087,236 85
Total expenditure 1891.....	\$1,188,357 85

Or 6.8 mills to every dollar of wealth.

Compare—

Arkansas.....	6.8 mills
Mississippi	6.9 mills
Texas.....	4.8 mills
New England States.....	4.4 mills
Massachusetts	3.8 mills
New York.....	4.5 mills

Excepting Mississippi, West Virginia, and six other Northern States, Arkansas expended in 1891 more on public schools in proportion to taxed wealth than any State in the Union.

Iowa expended.....	12.3 mills
Illinois expended.....	14.4 mills
Kansas expended.....	14.3 mills
Nebraska expended	18 7 mills

The average in the United States is 5.6.

1892, RECEIPTS.

The State tax yielded	\$ 341,621 38
The poll tax yielded	167,419 81
The local tax yielded.....	571,923 02
The sixteenth sections yielded.....	211 13
Other sources.....	15,094 17
Total.....	\$1,096,269 51

1892, EXPENDITURES.

Teachers salaries.....	\$ 987,150 97
Purchasing houses.....	5,021 74
Building and repairing.....	90,627 52
Apparatus.....	27,165 27
Treasurers' commissions.....	22,630 90
Other purposes.....	27,056 51
Total	\$1 159,652 91
Arkansas Industrial University.....	26,100 00
Blind School.....	37,446 00
Deaf-Mutes.....	28 225 00
Branch Normal College.....	7,350 000
Normal schools	2 000 00
	\$1,260,773 91

Total property of State in 1891, the valuation which yielded this revenue, \$180,053,068,

OR 7 MILLS TO THE DOLLAR.

The report of Mississippi for the year 1892 is not before me. Unless a corresponding growth has taken place in our sister State, we have swapped places with her, taking the eighth place among the American States for education expenditure in proportion to taxed wealth. The ninth place, however, is a splendid rank for the "stone which the builders rejected." But *our needs*, OUR REAL NEEDS, DEMAND THAT WE have more money, and to this end we shall be forced to contend for a still higher rank. It is confidently believed that we can carry as

heavy loads for the sake of our children as do our brethren in Iowa, Indiana and Illinois. The Illinois man pays 14.4 mills, more than double what we pay. This enables that State to have a seven months' school, and to outbid us for that high class immigration which enriches a commonwealth.

An analysis of the preceding tables will reveal several interesting facts :

For teachers' salaries we expend.....	5.5	mill
For building, sites and repairs.....	.5	mills
For apparatus (reported) .....	.2	nearly
For treasurer's commissions .....	.125	mills
For other purposes.....	.2	nearly

There is reason to believe that "other purposes" is a book-keeping device to cover an expenditure for apparatus. Should this be true, the expenditure for apparatus was about \$54,221.78, or about .25 mills to the dollar. According to the opinion of the Attorney General, printed elsewhere, the use of the State fund for the purchase of apparatus is unlawful. One-twentieth of the entire fund wastefully and uselessly expended in apparatus is a serious question. It is not all waste, but the greater part of it may be safely classed as wasted. I shall deal with this question more fully in another place. It is enough to say that the vigorous measures taken by this department to protect the school fund from the grab game set on foot by certain Northern chart houses has caused over \$100,000 more of the school fund to be used for the payment of salaries of teachers than ever before, besides breaking up a practice which threatened to become serious. The decision adopted by this department based upon the decision of the Attorney General will throw the future purchase of all apparatus upon the local tax specially provided by the electors at the annual meeting after due notice that such action would be taken.

TABLE I.

Statement of Revenue Raised for the Support of Common Schools, as shown by the Reports of County Treasurers, Year Ending June 30, 1891.

COUNTIES.	Amount on Hand					Common School Fund.	District Fund.	Poll Tax.	Other Sources.	Total.
	\$					\$	\$	\$	\$	\$
Arkansas.....	9,222 66					1,610 95	8,970 22	2,295 73	.....	22,129 56
Ashley.....	10,377 89					3,209 37	6,707 01	1,792 70	28 00	22,114 50
Benton.....	10,351 17					9,061 74	10,283 90	4,613 29	131 63	34,441 73
Baxter.....	2,004 70					2,639 64	2,594 78	1,413 92	36 92	8,689 96
Boone.....	3,205 99					5,525 23	4,769 78	2,496 78	25 50	16,023 28
Bradley.....	5,325 04					2,417 73	4,324 78	1,599 96	72 49	13,770 00
Calhoun.....	6,975 14					2,063 16	3,958 69	1,120 00	.....	14,116 99
Cairn.....	2,096 33					5,417 70	9,450 35	2,552 07	215 88	19,762 34
Chicot.....	838 33					2,719 14	7,229 15	.....	98 25	10,914 87
Clark.....	12,533 31					6,089 66	11,562 93	3,374 50	185 80	33,746 20
Clay.....	2,141 24					5,107 16	.....	.....	30 00	14,104 62
Cleburne.....	8,967 46					1,122 41	2,369 93	1,270 78	5 44	6,909 80
Cleveland.....	8,316 89					3,238 85	4,583 08	1,688 15	137 38	17,994 37
Columbia.....	9,724 78					7,759 12	4,850 35	3,316 00	2 15	25,673 40
Conway.....	16,172 16					3,763 66	11,753 93	3,195 70	128 91	37,014 36
Craighead.....	5,422 31					3,511 72	11,727 43	1,946 09	58 21	22,665 76
Crawford.....	14,896 00					6,708 62	13,072 27	3,142 80	95 37	37,915 06
Crittenden.....	.....					1,226 18	2,349 19	.....	.....	3,575 37
Cross.....	9,040 68					2,014 74	.....	.....	31 58	11,087 00
Dallas.....	6,462 86					1,299 07	3,486 03	.....	.....	11,247 96
Desha.....	10,494 48					2,857 03	584 25	.....	.....	13,935 76
Drew.....	2,746 61					4,596 95	9,136 43	2,574 50	.....	19,054 49
Faulkner.....	16,856 29					5,478 90	10,280 28	3,324 62	195 09	36,135 18
Franklin.....	16,422 38					6,434 75	11,748 33	3,389 01	386 50	38,380 97
Fulton.....	6,092 31					3,258 79	4,514 79	1,775 42	102 25	15,773 56
Garland.....	1,731 84					17,424 62	17,424 62	1,939 00	313 64	21,391 10
Grant.....	4,487 22					2,371 10	4,800 15	1,211 25	65 41	12,435 13
Greene.....	7,088 51					3,273 09	9,397 15	1,830 50	100 00	21,639 25

TABLE I.--Continued.

COUNTIES.									
	Amount on Hand July 1, 1890.	Common School Fund.	District Fund.	Poll Tax.	Other Sources.	Total.			
Hempstead.....	\$ 3,004 59	\$ 7,126 75	\$ 26,960 89	\$ 7,406 50	.....	\$ 44,498 73		
Hot Spring.....	11,139 68	3,485 99	8,070 60	1,937 80	.....	24,634 07		
Howard.....	4,144 68	4,417 80	6,000 02	2,355 41	\$ 44 01	17,491 95			
Independence.....	18,351 31	2,769 45	13,546 28	3,407 61	.....	38,074 65		
Izard.....	909 55	3,997 82	3,205 22	2,135 20	50 57	10,298 36			
Jackson.....	14,407 15	4,076 93	9,439 93	2,183 49	208 71	15,904 11			
Jefferson.....	34,004 54	10,089 96	5,410 62	.....	631 76	50,139 88		
Johnson.....	9,173 92	5,133 42	11,236 26	2,628 84	61 18	28,233 62			
Lafayette.....	3,066 38	2,338 33	6,036 68	.....	.....	11,441 39	
Lawrence.....	4,869 60	3,663 95	11,478 20	2,298 08	1 76	22,311 59			
Lee.....	11,833 92	4,872 10	9,926 56	3,321 46	397 56	30,351 60			
Lincoln.....	2,016 13	3,402 79	9,975 30	1,936 85	8 58	16,769 65			
Little River.....	431 28	3,407 08	5,921 17	.....	20 50	9,780 03		
Logan.....	18,497 08	6,278 92	10,827 15	3,435 51	105 05	39,144 24			
Lonoke.....	20,602 61	5,168 35	14,068 19	3,438 46	182 11	43,459 62			
Madison.....	4,523 63	5,900 36	2,185 22	2,562 27	.....	15,171 48		
Marion.....	821 78	3,477 35	2,118 10	1,550 40	.....	7,967 63		
Miller.....	10,432 99	3,911 49	13,821 83	1,978 53	119 59	30,264 43			
Mississippi.....	2,845 28	2,300 38	16,089 93	.....	1,951 39	23,186 98		
Monroe.....	9,324 46	7,670 55	.....	5,107 68	116 86	22,219 55		
Montgomery.....	2,132 91	1,357 84	1,639 71	1,249 44	22 67	6,402 57			
Nevada.....	2,555 87	4,518 14	8,161 65	2,213 00	63 62	17,512 28			
Newton.....	3,097 74	3,582 31	979 36	1,500 00	52 38	9,211 79			
Ouachita.....	11,677 13	4,307 68	12,148 43	3,176 51	.....	31,309 75		
Perry.....	3,461 25	1,699 82	3,209 55	800 85	669 64	9,841 11			
Phillips.....	14,919 05	7,135 26	19,693 96	.....	.....	41,748 27	
Pike.....	5,196 02	2,696 52	2,599 60	1,326 13	20 02	11,838 79			
Poinsett.....	8,127 23	1,111 04	6,546 09	601 20	.....	16,388 56		
Polk.....	4,068 37	4,153 32	1,444 88	1,416 45	.....	11,083 02		
Pope.....	17,252 56	5,928 60	11,825 66	3,384 33	122 41	38,513 56			
Prairie.....	5,414 02	5,342 43	.....	.....	.....	10,956 45
Randolph.....	6,139 21	3,926 86	4,095 08	2,433 71	135 58	16,730 44			
Pulaski.....	12,822 32	14,284 89	69,424 80	2,006 50	1,036 76	99,575			

TABLE I.—*Concluded.*

COUNTIES.	Amount on Hand	Common School	District Fund.	Poll Tax.	Other Sources.	Total.
	July 1, 1890.	Fund.				
Saline.....	\$ 9,331 18	\$ 3,621 64	\$ 7,237 57	\$ 1,903 80		\$ 22,004 19
Scott.....	1,509 48	4,063 82	4,070 41	1,945 60		11,589 31
Searcy.....	569 30	3,379 19	1,152 19	1,514 76		6,645 41
Sebastian.....	18,419 34	9,010 20	13,231 43	4,600 37	\$ 306 13	45,597 47
Sevier.....	5,878 67	1,416 36	4,058 74	1,500 48		10,684 61
Sharp.....	1,845 17	3,311 04	3,976 10	1,552 30		16,034 38
St. Francis.....	12,408 88	3,505 50			159 50	16,133 88
Stone.....	1,329 40	1,156 62	824 50	1,095 35	17 78	4,423 65
Union.....	7,765 63	4,413 94	5,128 87	2,390 35	822 76	20,521 55
Van Buren.....	705 99	1,201 70	847 59	1,368 00		4,183 28
Washington.....	4,201 21	10,313 80	23,890 93	10,315 00	576 60	49,238 19
White.....	19,742 11	6,436 29	15,601 85	4,052 06	615 43	46,447 80
Woodruff.....	11,055 52	3,573 77	8,213 10	1,707 29	16 97	21,596 65
Yell.....	10,539 37	5,339 88	10,376 69	3,002 20	186 76	29,444 90
Totals.....	\$592,429 73	\$321,545 39	\$600,102 40	\$151,728 40	\$ 10,860 66	\$1,679,606 58

TABLE II.

Statement of Revenues Expended for the Support of Common Schools, and the Balance on Hand as shown by Reports of County Treasurers, Year Ending June 30, 1891.

COUNTIES.	AMOUNT UNEXPENDED.										Total.	Common School Fund.	District Fund.	Funds from all Other Sources.	Total.
	Teachers' Salaries.	Purchasing Houses or Sites.	Build'g and Repairing.	Purchasing Apparatus, etc.	Treasurer's Commission.	Other Purposes.	Total.	Common School Fund.	District Fund.	Funds from all Other Sources.					
Arkansas.....	\$ 7,843 62	\$ 50 00	\$ 2,743 31	\$ 294 85	\$ 442 59	.....	\$ 10,529 52	\$ 3,792 70	\$ 7,613 30	\$ 11,600 04	\$ 11,600 04	.....	.....	.....	\$ 11,600 04
Ashley.....	9,094 50	.....	1,034 15	380 61	235 00	.....	10,708 50	6,224 90	4,612 45	.....	10,708 50	.....	.....	.....	11,406 00
Benton.....	16,338 95	20 00	5,649 69	.....	688 08	\$ 394 73	23,472 06	2,292 08	620 30	132 32	23,472 06	.....	.....	.....	10,969 67
Baxter.....	4,747 98	.....	806 09	.....	133 51	.....	5,777 58	3,167 67	.....	.....	5,777 58	.....	.....	.....	2,912 38
Boone.....	9,449 45	.....	3,149 82	.....	256 31	.....	12,855 61	.....	.....	.....	12,855 61	.....	.....	.....	3,167 67
Bradley.....	5,398 90	183 55	5 35	299 30	319 73	32 67	6,269 50	.....	5,839 02	.....	6,269 50	.....	.....	.....	7,560 50
Bradley.....	7,635 21	.....	255 00	225 00	162 76	.....	8,277 97	.....	2,648 13	.....	8,277 97	.....	.....	.....	5,839 02
Cathoun.....	14,692 35	.....	1,886 22	.....	854 13	181 50	17,114 20	.....	.....	.....	17,114 20	.....	.....	.....	2,948 13
Carroll.....	7,510 25	1,563 04	262 10	.....	218 30	98 25	9,651 94	4,338 75	.....	.....	9,651 94	.....	.....	.....	1,262 93
Chicot.....	20,235 92	.....	3,742 50	.....	424 25	.....	20,600 17	.....	7,035 30	1,711 98	20,600 17	.....	.....	.....	13,086 03
Clark.....	6,525 00	.....	.....	250 00	320 00	.....	10,587 50	725 40	3,517 12	.....	10,587 50	.....	.....	.....	3,517 12
Clay.....	2,148 30	.....	.....	.....	140 95	.....	2,359 25	.....	2,368 93	1,276 22	2,359 25	.....	.....	.....	4,370 55
Cleburne.....	9,039 65	.....	.....	.....	193 41	.....	9,233 06	.....	8,761 29	.....	9,233 06	.....	.....	.....	8,761 29
Columbia.....	14,408 01	215 00	370 07	237 10	318 97	242 98	15,732 73	18,458 98	.....	.....	15,732 73	.....	.....	.....	9,880 67
Conway.....	15,663 69	.....	900 69	1,063 74	577 34	349 92	18,555 38	.....	754 35	.....	18,555 38	.....	.....	.....	18,458 98
Craighead.....	11,750 48	49 00	8,391 95	954 70	539 53	222 75	21,911 41	1,554 65	17,388 16	.....	21,911 41	.....	.....	.....	754 35
Crawford.....	16,282 21	.....	1,275 81	.....	680 74	733 49	18,972 25	.....	.....	.....	18,972 25	.....	.....	.....	18,942 81
Crittenden (no report).....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,575 37
Cross.....	6,602 59	.....	909 73	22 22	221 74	105 23	7,861 51	.....	.....	.....	7,861 51	.....	.....	.....	3,225 49
Dallas.....	6,833 19	.....	483 07	43 50	95 70	.....	7,455 46	.....	.....	.....	7,455 46	.....	.....	.....	8,792 50
Desh.....	9,323 90	.....	727 57	317 39	90 32	277 15	10,736 24	.....	.....	.....	10,736 24	.....	.....	.....	3,199 52
Drew.....	12,265 75	.....	677 83	797 63	224 62	367 89	15,333 72	.....	.....	.....	15,333 72	.....	.....	.....	3,720 77
Faulkner.....	17,831 24	.....	1,567 28	76 60	545 09	195 09	20,215 30	6,686 50	9,233 38	.....	20,215 30	.....	.....	.....	15,919 88
Franklin.....	19,947 41	.....	891 10	.....	416 36	493 18	21,718 05	.....	.....	.....	21,718 05	.....	.....	.....	16,632 92
Fulton.....	6,006 78	.....	1,002 49	.....	315 49	.....	7,324 76	3,344 32	4,453 90	650 58	7,324 76	.....	.....	.....	8,488 80

TABLE II—Continued.

COUNTIES.	Teachers' Salaries.	Purchasing Houses or Sites.	Build'g and Repairing.	Purchasing Apparatus, etc.	Treasurer's Commission.	Other Purposes.	Total.	AMOUNT UNEXPENDED.			
								Common School Fund.	District Fund.	Funds from all Other sources.	Total.
Garland.....	\$ 7,846 21	.....	\$ 1,135 74	\$ 292 13	\$ 381 41	.....	\$ 8,227 62	\$ 1,625 24	\$ 10,910 81	\$ 2,252 61	\$ 13,163 48
Grant.....	5,380 01	.....	2,403 00	701 81	158 86	34 58	6,031 35	2,255 20	3,882 90	45 64	5,303 78
Greene.....	10,501 50	.....	.....	.....	291 82	311 00	14,241 16	.....	4,959 81	183 05	7,398 09
Hempstead.....	26,392 92	.....	.....	.....	1,010 69	91 10	27,464 71	10,773 33	17,634 02	.....	17,031 02
Hot Spring.....	12,880 30	.....	372 70	357 85	279 89	.....	13,800 74	3,680 73	.....	.....	10,773 33
Howard.....	12,591 47	.....	301 10	366 55	295 65	256 45	13,811 22	17,494 83	.....	.....	3,680 73
Independence.....	19,653 18	.....	.....	.....	394 46	.....	20,979 82	1,561 71	.....	.....	17,091 83
Izard.....	8,565 32	931 18	.....	.....	171 30	.....	8,736 62	14,011 99	.....	.....	1,561 74
Jackson.....	15,971 19	.....	.....	.....	318 08	.....	16,289 27	5,618 01	.....	.....	14,041 99
Jefferson.....	43,105 42	.....	868 65	.....	547 80	.....	44,521 87	.....	10,457 00	.....	5,618 01
Johnson.....	13,821 40	500 00	2,450 08	150 00	381 37	473 77	17,776 62	.....	3,108 83	.....	10,457 00
Lafayette.....	6,660 00	20 00	878 57	818 14	169 70	120 67	7,848 34	481 22	.....	4,694 69	3,593 05
Lawrence.....	13,702 30	.....	2,301 30	472 50	795 16	.....	17,616 90	.....	.....	.....	4,694 69
Lee.....	11,489 00	.....	1,152 86	10 00	530 84	238 46	12,282 83	.....	.....	.....	13,267 94
Lincoln.....	10,087 80	.....	1,676 52	.....	234 11	214 40	9,462 60	.....	.....	.....	4,486 82
Little River.....	9,007 91	259 11	3,495 61	.....	195 60	.....	20,958 51	.....	.....	.....	317 43
Logan.....	16,402 59	.....	.....	.....	412 96	557 35	26,419 55	3,613 37	13,426 70	.....	18,185 73
Lonoke.....	24,262 11	.....	.....	.....	457 14	1,700 30	26,419 55	6,165 71	535 92	.....	17,040 07
Madison.....	7,835 49	.....	456 52	.....	213 86	23 98	8,529 85	.....	.....	.....	6,611 63
Marion.....	8,554 93	.....	865 00	.....	143 70	.....	9,563 63	.....	.....	.....	13,081 81
Miller.....	15,953 12	262 00	91 66	89 68	336 78	446 38	17,179 62	13,081 81	.....	.....	12,438 57
Mississippi.....	8,982 40	.....	1,555 26	.....	210 75	.....	10,748 41	9,693 67	2,744 90	.....	11,750 83
Monroe.....	9,428 36	.....	672 47	498 42	217 81	903 77	11,750 83	10,468 72	.....	.....	1,799 74
Montgomery.....	4,499 44	.....	.....	.....	85 39	18 00	4,602 83	1,799 71	.....	.....	2,840 49
Nevada.....	14,413 52	.....	.....	.....	288 27	.....	14,701 79	3,265 91	979 36	.....	4,246 27
Newton.....	4,630 99	.....	142 98	.....	122 25	70 27	4,966 52	.....	.....	.....	12,930 01
Ouachita.....	16,773 54	.....	250 00	.....	626 20	730 00	18,379 74	4,017 00	.....	.....	4,017 92
Perry.....	5,060 61	.....	648 40	.....	114 18	.....	5,823 19	.....	.....	.....	16,728 19
Phillips.....	21,321 00	.....	982 00	1,065 53	536 58	1,114 98	25,020 09	.....	.....	.....	5,818 47
Pike.....	5,814 77	.....	30 00	.....	175 55	.....	6,020 32	.....	.....	5,818 47	.....

TABLE II.--Concluded.

COUNTIES.	Teachers' Salaries.	Purchasing Houses or Sites.	Build'g and Repairing.	Purchasing Apparatus, etc.	Treasurer's Commission.	Other Purposes.	Total.	AMOUNT UNEXPENDED.				Total.
								Common School Fund.	District Fund.	Funds from all Other Sources.		
Poinsett	\$ 5,159 35		\$ 1,803 13	\$ 555 53	\$ 601 02		\$ 8,149 03	\$ 1,111 04	\$ 7,128 49		\$ 8,239 53	
Polk	4,552 04		35 60		111 96		4,699 60	6,384 02			6,384 02	
Pope	16,205 24		680 90	604 85	425 22	\$ 1,674 81	19,591 02				18,922 54	
Prairie	6,950 72						6,950 73	4,005 72			4,005 72	
Pulaski	56,630 41		27,618 81		1,687 46	2,480 61	88,417 29			\$11,157 98	11,157 98	
Randolph	8,809 27		461 61		185 47		9,456 35			7,274 09	7,274 09	
Saline	12,715 24		638 60	100 00	255 26	6 50	13,715 00	1,141 62	7,237 57		8,379 19	
Scott	9,080 61		353 29	51 16	201 59	100 60	9,787 25	1,398 49	403 57		1,802 06	
Searcy	5,128 53		958 40		110 09		6,197 02				599 45	
Sebastian	18,889 50		3,737 99	600 00	496 38	1,535 00	25,258 87			20,338 60	20,338 60	
Sevier	5,408 40				219 26		5,627 66	7,226 59			7,226 59	
Sharp	7,709 04		491 03		176 78		8,376 85	2,003 39	304 37		2,307 76	
St. Francis	12,580 89				207 53		12,788 42	3,405 46			3,405 46	
Stone	2,036 40				62 22		2,158 62				2,265 03	
Union	11,634 35				354 61	28 45	12,077 41	2,403 95	2,265 03		2,265 03	
Van Buren	972 62				52 59		1,025 21	5,950 19			8,444 14	
Washington	24,048 70		3,210 65		900 63	422 75	28,582 73	2,310 40	817 59		3,157 99	
White	19,787 20	\$ 257 00	1,418 00	84 70	810 72	1,312 35	23,689 97	8,543 25	12,112 21		10,655 46	
Woodruff	10,317 90	600 00	1,463 73	654 10	268 57	293 00	13,597 30	22,747 83			22,747 83	
Yell	15,711 02		1,737 89		378 11	39 80	17,866 82				10,999 35	
Totals	\$907,141 59	\$4,909 88	\$104,166 27	\$12,505 53	\$30,077 77	\$18,714 30	\$1,076,815 34	\$228,371 97	\$165,429 22	\$72,115 38	\$602,850 84	

TABLE III.

Statement of Revenue Raised for the Support of Common Schools, as Shown by the Reports of County Treasurers, Year Ending June 30, 1892.

COUNTIES.	Amount on Hand July 1, 1892.	Common School Fund.	District Fund.	Poll Tax.	Sale or Lease of Sixteenth Sec- tions.	Other Sources.	Total.
Arkansas	\$ 11,600 01	\$ 3,081 04	\$ 10,951 06	\$ 2,139 13	.....	.....	\$ 27,771 27
Ashley	11,406 00	2,807 13	8,816 95	1,869 60	.....	38 00	24,937 68
Baxter	2,912 38	2,796 39	2,796 66	1,305 85	.....	12 86	9,656 14
Benton	10,969 67	8,555 03	10,829 19	4,671 36	.....	.....	35,025 25
Boone	3,167 67	4,947 01	5,882 26	2,441 10	.....	100 00	16,541 01
Bradley	7,560 50	2,447 73	3,230 33	1,300 00	.....	48 65	14,587 21
Calhoun	5,839 02	2,066 71	4,370 5	1,172 00	.....	.....	13,387 88
Carroll	2,618 13	5,063 12	9,980 00	2,514 75	.....	.....	20,538 20
Chicot	1,252 93	2,810 10	.....	12,305 63	.....	332 20	16,495 63
Clark	13,046 03	5,851 32	11,562 93	3,374 50	.....	116 97	33,937 03
Clay	3,517 12	4,650 00	.....	2,000 00	.....	62 25	17,767 12
Cleburne	4,370 55	2,446 71	2,079 19	1,310 00	.....	88 91	10,285 36
Cleveland	8,761 29	3,151 76	3,930 80	1,679 53	.....	59 22	17,582 60
Columbia	9,880 67	5,766 40	8,977 07	3,451 00	.....	.....	28,075 14
Conway	18,458 98	5,926 24	7,407 49	1,242 57	.....	7 00	24,392 22
Craighead	754 35	3,395 68	12,001 03	1,918 52	.....	.....	18,069 58
Crawford	18,942 81	6,208 48	13,269 27	3,182 09	.....	84 18	41,686 83
Crittenden	3,575 37	2,948 80	Est. 2,400 00	.....	.....	.....	8,924 17
Cross	3,225 19	1,982 84	7,407 49	1,222 57	.....	.....	13,838 39
Dallas	8,042 75	12,732 83	.....	.....	.....	.....	20,775 57
Desha	3,190 52	2,733 52	6,714 03	955 68	.....	.....	13,622 75
Drew	3,720 77	4,793 18	8,637 09	2,682 80	.....	.....	20,211 84
Faulkner	15,919 88	5,511 78	10,475 74	3,419 14	.....	207 55	35,564 09
Franklin	16,632 92	5,878 60	10,850 00	2,980 00	.....	198 52	36,540 04
Fulton	8,448 80	3,326 28	5,391 68	1,765 69	.....	.....	17,342 45
Garland	21,490 40	.....	4,030 42	1,900 22	.....	.....	27,421 04
Grant	5,503 78	2,352 31	4,689 85	1,284 18	.....	26 45	13,856 57
Greene	7,398 09	3,709 92	9,888 86	1,905 90	.....	92 91	23,055 68

TABLE III.—Continued.

COUNTIES.	Amount on Hand July 1, 1892					Common School Fund.			District Fund.			Poll Tax.			Sale or Lease of Sixteenth Sec- tions.			Other Sources.			Total.
	\$					\$			\$			\$								\$	
Hempstead	17,034 02					9,968 43			13,424 53			3,564 08								30,991 06	
Hot Spring	10,773 33					8,429 76			8,259 88			1,964 27								24,427 24	
Howard	3,680 73					3,942 88			5,701 32			2,305 92								15,834 90	
Independence	17,094 83					6,020 00			14,514 05			3,629 86								41,258 74	
Izard	1,561 74					3,992 96			3,902 94			2,200 30								11,657 94	
Jackson	14,041 99					8,837 24			10,763 31			2,259 25								31,094 88	
Jefferson	5,618 01					10,251 83			31,422 22			4,087 21								51,915 62	
Johnson	10,457 00					4,922 59			11,211 71			2,742 41								29,383 81	
Lafayette	3,593 65					2,316 08						7,147 25								13,056 38	
Lawrence	4,694 69					3,410 21			11,371 81			2,188 48								21,704 08	
Lee	13,267 94					5,106 60			10,698 06			3,258 00								32,663 55	
Lincoln	4,468 82					3,348 27			9,607 19			850 00								18,330 42	
Little River	317 43					3,763 23						5,689 51								9,770 17	
Logan	18,185 73					5,739 87			10,702 12			3,375 45								38,042 02	
Lone	17,040 07					5,063 79			14,068 19			594 87								36,968 45	
Madison	6,641 63					5,608 48			2,909 14			2,741 20								17,935 54	
Marion	2,104 00					3,417 65			1,844 67			1,001 70								9,012 07	
Miller	13,084 81					3,986 70			3,943 59			1,921 58								23,074 16	
Mississippi	12,438 57					2,193 00			6,261 53											20,893 10	
Monroe	10,468 53					7,040 46						7,032 41								24,587 95	
Montgomery	1,799 74					3,350 94			1,463 79			1,342 75								7,957 22	
Nevada	2,840 49					4,738 16			7,978 34			2,197 81								17,814 30	
Newton	4,245 27					3,560 76														7,822 93	
Onachita	12,930 01					4,832 00			12,623 78			3,188 47								33,574 26	
Perry	4,017 92					1,371 48			2,599 36			654 11								8,690 62	
Phillips	16,728 18					6,424 48														24,372 73	
Pike	5,818 47					2,558 15			2,850 76			1,344 68								12,572 06	
Poinsett	8,239 53					1,076 15			6,106 91			487 35								15,909 94	
Polk	6,384 02					2,975 85			1,444 88			1,416 45								12,221 20	
Pope	18,922 54					5,844 98			11,950 58			3,275 70								40,238 87	
Prairie	4,005 72					7,161 20			3,811 64											14,978 56	
Pulaski	11,157 98					20,363 11			64,737 09											97,087 76	
lph.	7,274 09					4,253 71			3,949 42			2,356 39								17,833 61	

TABLE III.—*Concluded.*

COUNTIES.	Amount on Hand July 1, 1892.	Common School Fund.	District Fund.	Poll Tax.	Sale or Lease of Sixteenth Sec- tions.	Other Sources.	Total.
Saline.....	\$ 8,379 19	\$ 3,355 44	\$ 7,319 35	\$ 1,865 72	.....	.....	\$ 20,949 70
Scott.....	1,802 06	3,933 77	4,638 23	1,874 73	.....	\$ 100 00	12,408 79
Seacy.....	519 45	3,286 62	1,199 95	1,544 20	.....	.....	6,680 22
Sebastian.....	18,154 53	8,992 66	23,326 05	4,681 62	.....	335 71	55,490 57
Sevier.....	7,226 59	.....	2,712 16	.....	.....	.....	9,938 75
Sharp.....	2,307 76	3,119 05	4,217 08	1,671 20	.....	.....	11,315 09
St. Francis.....	3,405 46	3,689 12	25,021 26	4,201 18	.....	966 40	37,283 42
Stone.....	2,265 03	2,459 91	795 80	1,082 05	.....	44 10	6,646 89
Union.....	8,444 14	4,288 15	5,674 56	2,350 05	.....	50 65	20,807 55
Van Buren.....	1,424 89	2,702 50	870 00	1,379 70	.....	21 40	6,398 49
Washington.....	20,655 46	9,860 72	480 00	.....	.....	.....	30,996 18
White.....	22,747 83	6,317 21	5,598 00	.....	\$ 35 00	48 00	34,773 04
Woodruff.....	10,999 85	8,728 52	8,055 84	2,068 51	.....	293 16	25,141 88
Yell.....	11,578 08	5,286 50	11,243 89	3,260 08	.....	.....	31,368 55
Total.....	\$ 643,316 61	\$ 341,621 38	\$ 571,923 02	\$ 167,419 81	\$ 211 13	\$15,094 17	\$ 1,739,586 12

TABLE IV.

Statement of Revenues Expended for the Support of Common Schools, and the Balance on Hand, as shown by Reports of County Treasurers, Year Ending June 30, 1892.

COUNTIES.	Teachers' Salaries.	Purchasing Houses or Sites.	Building and Repairing.	Purchasing Apparatus, etc.	Treasurers' Commission.	Other Purposes.	Total.	AMOUNT UNEXPENDED.			
								Common School Fund.	District Fund.	Funds from all Other Sources.	Total.
Arkansas.....	\$ 12,386 00	.....	\$ 2,000 00	\$ 2,000 00	\$ 323 42	\$ 826 67	\$ 17,536 09	\$ 1,000 00	\$ 9,235 18	.....	\$ 10,235 18
Ashley.....	13,008 04	.....	282 90	.....	270 63	50 00	13,611 57	1,867 85	9,408 26	.....	11,276 11
Baxter.....	4,659 37	.....	929 50	.....	134 87	.....	5,702 74	3,256 02	676 38	.....	3,932 40
Benton.....	16,300 40	.....	5,205 04	250 00	.....	755 10	22,510 54	510 41	7,716 35	\$ 4,287 95	12,514 71
Boone.....	6,855 42	.....	1,647 18	.....	330 82	.....	8,833 42	7,707 62	.....	.....	7,707 62
Bradley.....	6,425 51	.....	308 30	600 05	139 55	246 79	7,810 20	.....	.....	6,777 01	6,777 01
Calhoun.....	6,213 16	.....	122 25	504 80	150 97	.....	6,991 18	.....	.....	.....	6,996 73
Carroll.....	15,851 88	\$ 400 00	1,019 72	.....	253 95	48 95	17,174 50	12 00	3,351 70	.....	3,363 70
Chicot.....	8,093 52	400 00	102 30	78 75	304 65	68 75	9,047 97	.....	.....	.....	7,447 66
Clark.....	19,770 92	.....	276 00	365 00	417 02	.....	20,828 94	4,369 35	8,738 74	.....	13,108 09
Clay.....	11,181 00	.....	1,100 00	.....	.....	.....	12,284 00	5,483 12	.....	.....	5,483 12
Cleburne.....	6,431 00	.....	450 00	.....	118 15	.....	6,999 15	.....	.....	.....	6,999 15
Cleveland.....	9,845 30	.....	.....	.....	183 36	50 00	10,078 66	7,503 94	3,286 21	.....	3,286 21
Columbia.....	16,080 91	14 00	1,929 33	240 35	363 89	743 40	19,071 88	.....	.....	.....	7,503 94
Conway.....	19,237 85	.....	810 10	475 51	114 06	287 70	20,924 72	3,467 50	.....	.....	3,467 50
Craighead.....	12,702 60	.....	4,584 35	.....	346 30	.....	17,633 25	436 33	.....	.....	436 33
Crawford.....	20,922 51	.....	.....	.....	760 42	3,897 72	25,580 65	2,753 12	13,269 27	84 18	16,106 57
Crittenden.....	5,000 00	Estimated, as no report was filed.	.....	.....	.....	.....	5,000 00	.....	.....	.....	5,000 00
Cross.....	8,987 80	.....	2,302 69	80 06	233 29	293 85	11,897 78	.....	.....	.....	11,897 78
Dallas.....	7,478 35	.....	.....	.....	.....	.....	9,478 35	.....	.....	.....	9,478 35
Desha.....	8,190 20	.....	.....	.....	199 01	.....	8,389 21	.....	4,140 64	.....	5,233 54
Drew.....	13,688 78	.....	1,217 87	724 95	404 43	416 33	16,452 36	1,092 90	.....	.....	3,759 48
Faulkner.....	19,691 10	.....	1,342 82	49 15	390 99	.....	21,473 56	4,696 85	9,393 68	.....	14,090 53
Franklin.....	19,648 05	.....	779 91	.....	307 40	.....	20,735 39	.....	.....	.....	15,804 65
Fulton.....	7,128 65	.....	2,365 25	.....	101 83	.....	9,595 73	7,746 72	.....	.....	7,746 72
Garland.....	6,855 67	.....	.....	.....	115 37	.....	6,971 04	.....	.....	.....	6,971 04
Grant.....	6,623 76	.....	506 40	470 79	166 97	82 27	7,850 19	1,655 76	4,314 62	36 00	20,450 00
Greene.....	12,202 77	.....	1,101 03	1,451 61	313 15	211 00	15,279 56	.....	.....	.....	6,006 38
											7,776 12

TABLE IV.—Continued.

COUNTIES.	Teachers' Salaries.	Purchasing Houses or Sites.	Building and Repairing.	Purchasing Apparatus, etc.	Treasurers' Commission.	Other Purposes.	Total.	AMOUNT UNEXPENDED.			
								Common School Fund.	District Fund.	Funds from all Other Sources.	Total.
Hempstead.....	\$ 22,533 47	.....	\$ 531 03	\$ 666 65	\$ 479 14	.....	\$ 23,012 61	.....	\$ 7,978 45	.....	\$ 7,978 45
Hot Spring.....	13,648 95	.....	.....	948 15	270 28	.....	15,116 91	.....	9,310 33	.....	9,310 33
Howard.....	10,078 69	\$ 40 00	201 90	900 00	243 08	\$ 200 25	11,712 67	\$ 4,122 83	.....	.....	4,122 83
Independence.....	29,258 00	700 00	.....	.....	483 27	.....	31,311 27	.....	.....	.....	9,917 47
Izard.....	10,175 33	.....	.....	.....	203 48	.....	10,378 81	.....	.....	.....	1,279 13
Jackson.....	20,103 90	.....	.....	.....	414 78	.....	20,518 68	10 576 20	.....	.....	10,576 20
Jefferson.....	14,964 16	.....	.....	584 76	710 20	2 551 65	17,986 61	3,929 01	.....	.....	3,929 01
Johnson.....	7,471 34	.....	1,931 91	627 63	378 53	525 20	18,477 43	.....	10,916 41	.....	10,916 41
Lafayette.....	15,512 13	25 00	1,022 67	958 45	185 98	385 46	9,999 45	122 88	2,934 05	.....	3,036 93
Lawrence.....	16,370 00	.....	1,181 34	1,250 47	313 30	.....	18,207 24	8,496 84	.....	.....	3,496 84
Lee.....	10,572 04	.....	1,140 83	668 10	383 81	221 00	18,783 74	13,879 81	.....	.....	13,879 81
Lincoln.....	8,710 00	403 60	247 35	972 24	277 23	178 22	12,710 05	.....	.....	.....	5,620 34
Little River.....	18,139 05	31 95	1,745 15	210 60	195 00	26 15	9,173 15	598 02	\$ 5,620 34	.....	598 02
Logan.....	18,767 01	.....	.....	235 55	400 37	443 59	20,995 86	.....	17,046 36	.....	17,046 36
Lonohe.....	9,898 70	.....	922 11	157 14	398 57	3,091 08	22,256 66	1 045 92	13,665 87	.....	14,711 79
Madison.....	7,375 81	.....	435 00	.....	225 61	.....	11,203 59	3,242 39	559 55	2,930 01	6,731 95
Marion.....	17,389 23	1,421 92	82 00	428 65	158 16	.....	7,908 97	1,044 10	.....	.....	1,044 10
Miller.....	9,991 26	.....	1,073 99	190 00	400 90	930 62	20,632 82	2,421 34	.....	.....	2,421 34
Mississippi.....	15,749 27	.....	1,915 96	2 28 35	532 01	15 10	11,195 65	6,922 55	2,474 90	.....	9,337 45
Monroe.....	5,196 22	.....	.....	.....	103 92	1,107 55	21 588 14	2,999 81	.....	.....	2,999 81
Montgomery.....	14,750 00	.....	.....	800 00	311 00	.....	15,861 00	2,657 08	.....	.....	2,657 08
Nevada.....	5,333 52	.....	239 09	.....	71 33	.....	5,643 94	1,953 30	1,953 30	.....	1,953 30
Newton.....	16,423 39	.....	850 00	.....	882 63	941 46	19,100 48	1,925 42	236 67	16 90	2,178 99
Onachita.....	3,639 99	.....	136 18	.....	74 66	.....	3,850 83	.....	.....	.....	11,473 78
Perry.....	16,472 33	.....	847 92	637 50	152 88	2,080 49	20,191 12	.....	.....	.....	4,839 79
Phillips.....	6,362 82	.....	228 31	226 00	136 61	18 60	6,972 38	2,805 91	2,703 74	.....	4,181 61
Pike.....	5,471 40	.....	1,780 88	905 79	620 33	.....	8,778 40	.....	7,131 51	.....	5,509 68
Poinsett.....	5,216 17	.....	.....	.....	116 75	.....	5,332 92	.....	.....	.....	7,131 54
Polk.....	20,835 37	.....	1,070 63	5 4 13	426 23	1,740 32	24,296 08	.....	15,942 79	.....	6,888 38
Pope.....	10,817 05	.....	470 36	836 79	302 35	763 06	13,219 61	.....	1,758 92	.....	15,942 79
Prairie.....	60,090 34	.....	25,707 10	.....	1,763 51	1,807 59	86,368 54	.....	10,669 22	.....	1,758 92
Pulaski.....	10,012 58	.....	1,461 38	285 00	240 04	.....	12,002 00	2,332 65	3,498 96	.....	10,669 22
Randolph.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5,331 61

TABLE IV.—*Concluded.*

COUNTIES.	AMOUNT UNEXPENDED.									
	Teachers' Salaries.	Purchasing Houses or Sites.	Building and Repairing.	Purchasing Apparatus, etc.	Treasurers' Commission.	Other Purposes.	Total.	Common School Fund.	District Fund.	Funds from all Other Sources.
Saline.....	\$ 12,988 15	.....	\$ 414 50	\$ 452 45	\$ 251 41	\$ 678 00	\$ 14,814 51	.....	\$ 6,135 19	.....
Scott.....	9,265 01	\$ 400 97	.....	.....	210 13	4 53	9,880 70	\$ 1,786 38	741 71	.....
Searcy.....	4,664 02	.....	648 50	.....	118 63	.....	5,431 15	647 62	551 45	.....
Sebastian.....	31,937 85	.....	3,445 90	1,269 50	752 30	646 83	35,052 59	4,057 98	10,210 30	\$ 3,169 70
Sevier.....	4,732 25	.....	.....	.....	54 24	.....	4,836 49	5,102 26	.....	.....
Sharp.....	8,429 69	.....	473 74	.....	181 68	.....	9,085 11	1,610 97	.....	.....
St. Francis.....	21,825 64	500 00	.....	1,280 00	674 00	50 00	24,329 64	.....	539 01	12,953 78
Stone.....	3,814 62	.....	378 11	.....	167 61	26 60	4,322 00	.....	2,324 89	.....
Union.....	12,663 89	.....	.....	.....	250 55	.....	12,814 41	2,463 55	5,429 56	.....
Van Buren.....	5,135 20	.....	.....	60 00	99 47	10 00	5,304 67	1,093 82	.....	.....
Washington.....	22,831 35	.....	3,532 60	.....	206 81	452 02	27,042 78	2,817 22	1,106 18	.....
White.....	18,000 00	500 00	6,000 00	713 28	534 11	.....	25,747 39	.....	9,048 65	.....
Woodruff.....	11,392 85	125 00	856 68	635 99	268 35	408 40	13,686 27	.....	.....	.....
Yell.....	16,327 11	.....	2,225 50	77 23	375 43	21 25	19,016 52	.....	.....	.....
Totals.....	\$987,150 97	\$5,021 74	\$90,637 52	\$27,165 27	\$22,610 90	\$27,056 51	\$1,159,652 91	\$127,372 08	\$165,429 20	\$66,721 70
										\$579,933 21

The following table exhibits the receipts of common school fund since 1868 :

TABLE V.

Total amount received, 1868	\$ 300,669 63
Total amount received, 1869	536,866 21
Total amount received, 1870	488,783 70
Total amount received, 1871	413,150 17
Total amount received, 1872	210,176 64
Total amount received, 1873	435,349 70
Total amount received, 1874	65,522 66
Total amount received, 1875	40,444 56
Total amount received, 1876	302,670 75
Total amount received, 1877	269,621 20
Total amount received, 1878	276,647 38
Total amount received, 1879	271,184 89
Total amount received, 1880	285,471 91
Total amount received, 1881	710,461 88
Total amount received, 1882	502,456 48
Amount on hand June 30, 1883	137,861 63
Received common school fund	167,880 16
District tax	261,208 24
Poll tax	108,038 01
Other sources	65,256 18
Total	\$ 740,244 22
Increase	237,787 74

Year Ending June 30, 1884.

Amount on hand June 30, 1883	\$ 260,772 77
Received common school fund	150,688 18
District tax	346,521 26
Poll tax	165,929 26
Other sources	39,748 72
Total	\$ 963,660 39

Year Ending June 30, 1885.

Amount on hand June 30, 1884	\$ 386,961 40
Received common school fund	276,629 41
District tax	343,885 38
Poll tax	124,973 25
Other sources	66,556 38
Total	\$1,199,005 82

Year Ending June 30, 1886.

Amount on hand June 30, 1885	\$ 456,134 90
Received common school fund	239,989 16
District tax	445,563 33
Poll tax	159,133 02
Other sources	26,889 59
Total	\$1,327,710 00

Year Ending June 30, 1887.

Amount on hand June 30, 1886	\$ 421,694 36
Received common school fund	264,006 32
District tax	462,191 09
Poll tax	133,193 46
Other sources	52,062 07
Total	<u>\$1,333,147 30</u>

Year Ending June 30, 1888.

Amount on hand June 30, 1887	\$ 370,942 25
Received common school fund	315,403 28
District tax	505,069 92
Poll tax	146,604 22
Other sources	45,890 32
Total	<u>\$1,383,909 99</u>

Year Ending June 30, 1889.

Amount on hand June 30, 1888	\$ 482,133 35
Received common school fund	289,004 73
District tax	503,816 34
Poll tax	143,802 80
Other sources	14,909 59
Total	<u>\$1,433,666 81</u>

Year Ending June 30, 1890.

Amount on hand June 30, 1889	\$ 526,675 22
Received common school fund	295,492 90
District tax	545,843 00
Poll tax	240,618 81
Other sources	13,880 35
Total	<u>\$1,622,510 28</u>

Year Ending June 30, 1891.

Amount on hand June 30, 1890	\$ 592,429 73
Received common school fund	321,545 39
District tax	600,102 40
Poll tax	154,728 40
Other sources	10,860 66
Total	<u>\$1,679,666 58</u>

Year Ending June 30, 1892.

Amount on hand June 30, 1891	\$ 643,316 61
Received common school fund	341,621 38
District tax	571,923 02
Poll tax	167,419 81
Sixteenth section	211 13
Other sources	15,094 17
Total	<u>\$1,739,586 12</u>

Expended Year Ending June 30, 1883.

Teachers' salaries and other purposes.....	\$ 479,471 45
Balance on hand June 30, 1883.....	260,772 77

Expended Year Ending June 30, 1884.

Teachers' salaries and other purposes.....	\$ 576,698 99
Balance on hand June 30, 1884.....	386,961 40

Expended Year Ending June 30, 1885.

Teachers' salaries and other purposes.....	\$ 742,870 92
Balance on hand June 30, 1885.....	456,134 90

Expended Year Ending June 30, 1886.

Teachers' salaries and other purposes.....	\$ 866,892 45
Balance on hand June 30, 1886.....	460 817 55

Expended Year Ending June 30, 1887.

Teachers' salaries and other purposes.....	\$ 835,048 19
Balance on hand, June 30, 1887.....	498,099 11

Expended Year Ending June 30, 1888.

Teachers' salaries and other purposes.....	\$ 901,190 58
Balance on hand June 30, 1888.....	782,719 41

Expended Year Ending June 30, 1889.

Teachers' salaries and other purposes.....	\$ 967,608 60
Balance on hand June 30, 1889.....	466,058 21

Expended Year Ending June 30, 1890.

Teachers' salaries and other purposes.....	\$1,016,776 26
Balance on hand June 30, 1890.....	605,734 02

Expended Year Ending June 30, 1891.

Teachers' salaries and other purposes.....	\$1,076,815 34
Balance on hand June 30, 1891.....	602,850 84

Expended Year Ending June 30, 1892.

Teachers' salaries and other purposes.....	\$1,159,652 91
Balance on hand June 30, 1892.....	579,983 21

TABLE VI.

SHOWING THE GROWTH OF THE BALANCES EACH YEAR.

Unexpended balance 1883	\$260,772 77
Unexpended balance 1884	386,961 40
Unexpended balance 1885	456,134 90
Unexpended balance 1886	460,817 55
Unexpended balance 1887	498,099 11
Unexpended balance 1888	782,719 41
Unexpended balance 1889	466,053 21
Unexpended balance 1890	605,734 02
Unexpended balance 1891	602,850 84
Unexpended balance 1892	579,933 21

The school fund instead of being used by the directors until it is exhausted each year is hoarded. This is taken as an indication of good management. It is rather a denial to the children each year of the learning provided by law and is a violation of the spirit of the law. Money may be hoarded lawfully when there is not enough on hand to maintain a school three months. In every other case the money should all be used during the year. For what other purpose is it provided?

CHAPTER IX.

FACTS ABOUT THE COST OF EDUCATING.

Expenditure in public schools, 1892.....	\$1,159,652 91
Enumerated children	418,566
Enrolled children.....	242,117
Average attendance	123,625
Average cost per child enumerated	\$2 80 per term
Average cost per child enumerated	74 per month
Average cost for each enrolled child	4 80 per term
Average cost for each enrolled child	1 28 per month
Average cost for each child in average attendance.....	9 30 per term
Or a cost for each child	2 48 per month

These prices pay for teachers' salaries, school houses, school apparatus, school repairs, treasurers' commissions and all other expenses. They include the systematic education of our youth through the primary departments and through the high schools. Eleven fourteenths of the above rates will represent the cost of teaching alone in all the schools, from the lowest to the highest.

The following table will show the cost in other States :

STATES.	Per Month.
Arkansas.....	\$1 28
Iowa.....	1 80
Mississippi.....	3 32
Michigan.....	2 22
Tennessee.....	74
Connecticut.....	1 63
Rhode Island.....	2 07

These figures are based upon the enrollment. Should the average attendance be taken as the basis for the estimate each of these results would be nearly doubled. That is to say, irregular attendance doubles the cost of our schools. This shows that about \$490,000 of our fund is lost to the 119,000 children who come and go. In other words, that we can as well educate the 242,117 who begin school and attend, more or less, as the 123,625 who attend regularly. There should be

some regulation devised to enforce attendance upon the schools. Aside from compulsory education laws, which are gaining adherents every year, an apportionment of the funds might be made, which, being based upon regular attendance would regularly increase it every year. If one-half the fund were apportioned to the children according to the enumeration and the other half according to the average daily attendance upon the schools an improvement in attendance would follow.

CHAPTER X.

FACTS ABOUT APPORTIONMENT.

The school fund of Arkansas is made up of three distinct parts.

1. The State Fund, being the proceeds of a two mill tax levied on all the property in the State.

2. The poll tax, being a levy of \$1 upon every poll over 21 years in the State.

3. The local tax, being the amount levied by each district, and can never exceed five mills on the dollar in any one year.

The first fund is paid into the State Treasury and apportioned by the State Superintendent according to the following statute :

Section 6159, Mansfield's Digest: He shall, on the first Monday of August and on the first Monday of February of each year, make a pro rata apportionment to the several counties of the State of the remaining revenues in the State Treasury available for distribution for school purposes, on the basis of the number of persons between the ages of six and twenty-one years residing in the said counties, respectively, on the first Monday of July previous ; and he shall publish a statement of the same, and as early as practicable shall transmit a copy thereof to each county examiner and to each of the several Treasurers in the State, and to each County Clerk, who shall submit the same to the County Court at its next term ; and he shall thereupon draw his requisition on the State Auditor in favor of the Treasurers of the several counties for such amounts as the said counties may be entitled to receive for the support of free common schools.

The second fund is paid to the collectors of each county, and is apportioned by the County Judge according to the following statute :

SEC. 6176. The County Court, immediately on receiving notice of the distributive share of school revenue apportioned by the State Superintendent to each county, shall proceed to apportion to the several school districts of the county, in proportion to the number of persons between the ages of six and twenty-one years residing within the school district, respectively, on the first Monday of July previous, the said school revenue apportioned to the county, and shall forward to the County Treasurer, and to each of the directors of each district, a statement of such apportionment, carefully distinguishing the sources from which the school revenues so apportioned are derived, and the amount due each school district in the county from each separate source, and shall see that the revenues from the public school fund are invariably paid to the county and to the school district strictly in accordance with the apportionment made to them.

SEC. 6177. Whenever a new district shall have been formed and organized, the court shall, at the next apportionment made thereafter, apportion to the new district school revenues in proportion to the number of persons between the ages of six and twenty-one years reported by the directors of the new district. *Provided, always,* That the number of persons between the ages of six and twenty-one years reported in any year by the district directors of each county shall be taken as the quota of that county, and the number reported from each school district shall be taken as the quota of that district, and that the only basis on which an apportionment of the school revenue shall be made is to be the number of persons so reported each year by the district directors. *Act December 7, 1875, secs. 40, 41.*

The third fund is paid into the county treasury, subject to the order of the directors, according to the following law :

SEC. 6204. All taxes voted for school purposes by any school district shall be levied by the County Court at the same time the county taxes are levied, and shall be collected in the same manner as the county taxes are collected, at the same time and by the same person, and be paid into the county

treasury, there to be kept subject to disbursements on the warrant of the school directors ; *provided*, that no tax for the purposes aforesaid greater than one-half of 1 per cent. on the assessed value of the taxable property of the district shall be levied, which shall be done by ballot.

The State fund yielded the following amounts to each child at each semi-annual apportionment since January 1, 1891 :

January, 1891.....	37
July, 1891	76
Total.....	<u>\$1 13</u>
February, 1892.....	3
August, 1892	77
Total.....	<u>80</u>

The change of the date of apportionment from July to August by the last Legislature had the desired effect of distributing the whole fund at the August apportionment. The February date had as well be repealed.

The following tables show the apportionments to the counties :

TABLE VII.
STATE OF ARKANSAS,
DEPARTMENT OF PUBLIC INSTRUCTION,
LITTLE ROCK, January 9, 1891.

DEAR SIR—I herewith transmit to you my apportionment of the common school fund in the State Treasury on the first Monday in January, 1891, subject to distribution, as per Auditor's report to me :

United States currency	\$151,404 32
Whole amount apportioned	150,697 30
Balance carried forward	707 02
Per capita currency	37

The following is the aggregate due each county. In my next apportionment this aggregate will be apportioned to the counties by districts, as per examiners' reports. It will be seen that there are 115 school districts in which no enumeration has been taken. This neglect deprives the children of said districts of any part of the revenues of the State. It is true that the statute provides that if the directors of any district fail or neglect to make a report of the enumeration that they should be severally liable for any damages that the district may sustain by reason of losing the school revenues that would otherwise have been apportioned to them, and this in addition to their forfeiture for neglect of duty.

It is true that 115 districts have lost their right to the school revenues, and that some officers have been derelict in duty, and have subjected themselves to the penalties of the law.

It is true that my duty as Superintendent requires me to bring these facts to the notice of the proper officers and of the people, which is now done. But while all these things are true, I submit whether from all the circumstances it is not better to assign the making of these statistical reports to the county examiner or county superintendent, paying him therefor? The reports would then become uniform and valuable, and no district would lose its ratable part of the school fund. Justice to the unpaid directors demands some such change of law.

TABLE VII.—*Continued.*

COUNTIES.	School Population.	Apportionment.	Districts With No Enumeration Reported.
Arkansas	4,054	\$ 1,499 98	
Ashley	3,501	1,295 37	26, 29
Baxter	3,324	1,229 88	54
Benton	11,070	4,095 90	
Boone	6,262	2,316 94	57, 79, 86, 92
Bradley	3,099	1,146 63	
Calhoun	2,527	934 99	
Carroll	6,662	2,464 94	
Chicot	3,570	1,320 90	
Clark	7,404	2,739 48	9, 61
Clay	4,057	1,501 09	12, 17, 36, 37, 53
Cleburne	3,093	1,144 41	
Cleveland	4,073	1,507 01	
Columbia	7,124	2,635 88	
Conway	7,290	2,697 30	
Craighead	4,468	1,653 16	17
Crawford	7,848	2,903 76	87, 89
Crittenden	3,314	1,226 18	6, 7, 9, 16
Cross	2,609	965 33	
Dallas	3,511	1,299 07	
Desha	3,531	1,306 47	14
Drew	6,043	2,235 91	
Faulkner	7,002	2,590 74	
Franklin	7,735	2,861 95	
Fulton	4,203	1,555 11	7, 23, 25, 37, 69
Garland	4,632	1,713 84	
Grant	2,974	1,100 38	
Greene	4,692	1,736 04	
Hempstead	8,843	3,271 91	
Hot Spring	4,339	1,605 43	43
Howard	5,188	1,919 56	11, 34
Independence	7,490	2,771 30	33, 35, 46, 51, 75
Izard	5,054	1,869 98	
Jackson	5,049	1,868 13	
Jefferson	11,932	4,414 84	5, 33
Johnson	5,063	1,873 31	
Lafayette	2,933	1,085 21	
Lawrence	4,355	1,611 35	3
Lee	6,462	2,390 94	
Lincoln	4,239	1,568 43	10, 12, 20, 32
Little River	4,785	1,770 45	
Logan	7,604	2,813 48	
Lonoke	6,387	2,363 19	6, 7, 28, 32, 48, 49
Madison	7,248	2,681 76	8, 45, 50, 54
Marion	4,321	1,598 77	
Miller	4,967	1,837 79	
Mississippi	3,230	1,195 10	17, 22, 23, 24
Monroe	5,019	1,857 03	3, 33
Montgomery	3,056	1,130 72	4, 56
Nevada	5,458	2,019 46	57
Newton	4,503	1,666 11	52, 53
Ouachita	5,668	2,097 16	6
Perry	2,142	792 54	
Phillips	8,448	3,125 76	{ 23, 31, 33, 35, 38 28, 32, 34, 37, 40
Pike	3,366	1,245 42	17, 28, 33, 36, 37, 44
Poinsett	1,416	523 92	
Polk	3,764	1,392 68	35, 42, 46, 54, 59, 64
Pope	7,385	2,732 45	
Prairie	4,149	1,535 13	23, 24
Pulaski	17,562	6,497 94	43
Randolph	5,156	1,907 72	31
Saline	4,224	1,562 88	
Scott	5,010	1,853 70	
Searcy	4,155	1,537 35	39, 54, 58, 59
Sebastian	11,385	4,212 45	18, 20, 30
Sevier	3,828	1,416 36	
Sharp	4,104	1,518 48	

TABLE VII.—*Concluded.*

COUNTIES.	School Population.	Apportionment.	Districts With No Enumeration Reported.
St. Francis	4,655	\$ 1,722 35	20, 26, 30
Stone	3,126	1,156 62	25
Union	5,414	2,003 18	
Van Buren	3,410	1,261 70	13, 33, 51
Washington	12,380	4,580 60	6, 99, 134, 133
White	8,021	2,967 77	102, 103
Woodruff	4,713	1,743 81	10, 27, 28
Yell	6,612	2,446 44	55
Totals.....	407,290	\$150,697 30	115

I have drawn a requisition upon the Auditor of State in favor of the several County Treasurers, for the amount apportioned to their respective counties.

Respectfully,

JOSIAH H. SHINN,
Superintendent Public Instruction.

TABLE VIII.

STATE OF ARKANSAS,
DEPARTMENT OF PUBLIC INSTRUCTION,
LITTLE ROCK, August 6, 1891.

DEAR SIR—I herewith transmit to you my apportionment of the common school fund in the State treasury on the first Monday of August, 1891, subject to distribution, as per Auditor's report to me :

United States currency	\$313,490 32
Apportioned to Jefferson County to cover error	254 93
Apportioned to counties	311,582 52
Balance in treasury	1,632 87
Per capita	76

COUNTIES.	School Population.	Apportion- ment.
Arkansas.....	4,054	\$ 3,081 04
Ashley	3,501	2,660 76
Baxter	3,324	2 526 24
Benton	11,070	8,413 20
Boone.....	6,262	4,759 12
Bradley	3,099	2,355 24
Calhoun	2,527	1,920 52
Carroll	6,662	5,063 12
Chicot	3,570	2,713 20
Clark	7,404	5,627 04
Clay	4,057	3,083 32
Cleburne	3,093	2,350 68
Cleveland	4,073	3,095 48
Columbia.....	7,124	5,414 24
Conway	7,504	5,703 04
Craighead	4,468	3,395 68
Crawford	7,848	5,964 48
Crittenden	3 314	2,518 64
Cross.....	2,609	1,932 84
Dallas.....	3,511	2,668 36
Desha	3,531	2,683 56
Drew	6,043	4,592 48
Faulkner	7,002	5,321 52
Franklin.....	7,735	5,878 60
Fulton	4 203	3,194 28
Garland	4,632	3,520 32
Grant	2,974	2,260 24
Greene	4,692	3,565 92
Hempstead.....	8,843	6,720 68
Hot Spring	4,339	3,297 64
Howard	5,188	3,942 88
Independence	7,928	6,025 28
Izard	5,054	3,841 04
Jackson	5,049	3,837 24
Jefferson	12,621	9,591 96
Johnson.....	6,230	4,734 80
Lafayette.....	2,933	2,229 08
Lawrence	4,355	3,309 80
Lee	6,462	4,911 12
Lincoln	4,239	3,221 64
Little River	4,785	3,636 60
Logan.....	7,604	5,779 04
Lonoke	6,387	4,854 12
Madison.....	7,248	5,508 48
Marion	4,321	3,283 96
Miller	4,967	3,774 92
Mississippi	3,230	2,454 80
Monroe	5,019	3,814 44
Montgomery	3,056	2,322 56
Nevada	5,458	4,148 08

TABLE VIII.—*Concluded.*

COUNTIES.	School Population.	Apportion- ment.
Newton	4,503	3,422 28
Ouachita	5,668	4,307 68
Perry	2,142	1,627 92
Phillips	8,448	6,420 48
Pike	3,366	2,558 16
Poinsett	1,416	1,076 16
Polk	3,764	2,860 64
Pope	7,385	5,612 60
Prairie	4,149	3,153 24
Pulaski	17,562	13,347 12
Randolph	5,156	3,918 56
Saline	4,224	3,210 24
Scott	5,010	3,807 60
Searcy	4,155	3,157 80
Sebastian	11,385	8,652 60
Sevier	3,828	2,909 28
Sharp	4,104	3,119 04
St. Francis	4,655	3,537 80
Stone	3,126	2,375 76
Union	5,414	4,114 64
Van Buren	3,410	2,591 60
Washington	12,488	9,490 88
White	8,021	6,095 96
Woodruff	4,713	3,581 88
Yell	6,683	5,079 08
Jefferson		254 93
	409,977	\$ 311,837 45

I have drawn a requisition upon the Auditor of State in favor of the several County Treasurers for the amount apportioned to their respective counties.

Respectfully,

JOSIAH H. SHINN,
Superintendent of Public Instruction.

TABLE IX.

STATE OF ARKANSAS,
DEPARTMENT OF EDUCATION.
LITTLE ROCK, February 1, 1892.

Currency reported by Auditor.....	\$13,374 09
Currency apportioned.....	12,553 02
Balance in treasury	\$21 07
Per capita	03

COUNTIES.	Number Enumerated.	Apportion- ment.
Arkansas	4,091	\$ 122 73
Ashley	4,891	146 73
Baxter	3,405	102 15
Benton	11,026	330 78
Boone	6,263	187 89
Bradley	3,083	92 49
Calhoun	2,873	86 19
Carroll	6,459	193 77
Chicot	3,230	96 90
Clark	7,476	224 28
Clay	4,741	142 23
Cleburne	3,201	96 03
Cleveland	4,020	120 60
Columbia	7,208	216 24
Conway	7,440	223 20
Craighead	4,440	133 20
Crawford	8,130	243 90
Crittenden	3,686	110 58
Cross	2,587	77 61
Dallas	3,643	109 29
Desha	2,332	69 96
Drew	6,350	190 50
Faulkner	7,341	220 26
Franklin	7,448	223 44
Fulton	4,399	131 97
Garland	5,253	157 59
Grant	3,069	92 07
Greene	4,826	144 78
Hempstead	8,430	252 90
Hot Spring	4,404	132 12
Howard	5,450	163 50
Independence	7,628	228 84
Izard	5,064	151 92
Jackson	5,319	159 57
Jefferson	13,593	407 79
Johnson	6,590	197 70
Lafayette	2,900	87 00
Lawrence	4,937	148 11
Lee	6,516	195 48
Lincoln	4,224	126 63
Little River	4,182	125 46
Logan	7,833	234 99
Lonoke	6,989	209 67
Madison	7,161	214 83
Marion	4,437	133 11
Miller	5,394	161 82
Mississippi	2,760	82 80
Monroe	4,982	149 46
Montgomery	3,087	92 61
Nevada	5,846	175 38
Newton	4,616	138 48
Ouachita	6,040	181 20
Perry	2,152	64 56
Phillips	8,451	253 53
Pike	3,311	99 33
Poinsett	1,344	40 32
Polk	3,855	115 65
Pope	7,746	232 38
Prairie	4,020	120 60

TABLE IX.—*Concluded.*

COUNTIES.	Number Enumerated.	Apportion- ment.
Pulaski.....	17,530	\$ 525 90
Randolph.....	5,105	153 15
Saline.....	4,840	145 20
Scott.....	5,057	151 71
Searcy.....	4,294	128 82
Sebastian.....	11,495	314 85
Sevier.....	4,006	120 18
Sharp.....	4,102	123 06
St. Francis.....	5,044	151 32
Stone.....	2,805	84 15
Union.....	5,784	173 52
Van Buren.....	3,697	110 91
Washington.....	12,328	369 84
White.....	8,375	251 25
Woodruff.....	4,888	146 64
Yell.....	6,914	207 42
Totals ..	418,434	\$12,553 02

I have drawn a requisition upon the Auditor authorizing him to draw warrants upon the Treasurer for the above amounts.

Respectfully,

J. H. SHINN,
Superintendent Public Instruction.

TABLE X.

APPORTIONMENT COMMON SCHOOL FUND.

STATE OF ARKANSAS,
DEPARTMENT OF EDUCATION,
LITTLE ROCK, August 1, 1892.

Total amount to be apportioned	\$322,701 45
Total enumeration of children.	418,566
Amount apportioned to each child	77c
Balance in treasury	405 63

COUNTIES.	School Population.	Apportion- ment.
Arkansas	4,091	\$ 3 150 07
Ashley	4,891	3,766 07
Baxter	3,405	2,621 85
Benton	11,043	8 503 11
Boone	6,263	4,822 51
Bradley	3,083	2,373 91
Calhoun	2,873	2,212 21
Carroll	6,459	4 973 43
Chicot	3,230	2,487 10
Clark	7,476	5,756 52
Clay	4,741	3,650 57
Cleburne	3,201	2,464 77
Cleveland	4,020	3,095 40
Columbia	7,208	5,550 16
Conway	7,440	5,728 80
Craighead	4,440	3,418 80
Crawford	8,130	6,260 10
Crittenden	3,686	2,828 22
Cross	2,587	1,991 59
Dallas	3,643	2,805 11
Desha	2,332	1,795 64
Drew	6,350	4,889 50
Faulkner	7,342	5,653 34
Franklin	7,443	5,734 96
Fulton	4,399	3,387 23
Garland	5,253	4,044 81
Grant	3,069	2,363 13
Greene	4,826	3,716 02
Hempstead	8,430	6 491 10
Hot Spring	4 404	3,391 08
Howard	5,450	4,196 50
Independence	7,743	5,962 11
Izard	5,064	3 869 28
Jackson	5,319	4,095 63
Jefferson	13,593	10,466 61
Johnson	6,590	5 074 30
Lafayette	2,900	2,233 00
Lawrence	4,937	3,801 49
Lee	6,516	5,017 32
Lincoln	4,221	3 250 17
Little River	4,182	3 220 14
Logan	7,833	6,031 41
Lonoke	6,989	5 381 53
Madison	7,161	5,513 97
Marion	4,437	3,416 49
Miller	5,394	4,153 38
Mississippi	2,760	2,125 20
Monroe	4,982	3,826 14
Montgomery	3,087	2,876 99
Nevada	5,846	4,501 42
Newton	4,616	3,554 32
Ouachita	6,040	4,650 80
Perry	2,152	1,637 04
Phillips	8,451	6,507 27
Pike	3,311	2,549 47
Poinsett	1,344	1,034 88
Polk	3 855	2 968 35

TABLE X.—*Continued.*

COUNTIES.	School Population.	Apportion- ment.
Pope	7,746	\$ 5,964 42
Prairie	4,020	3 095 40
Pulaski	17,539	13,498 10
Randolph	5,105	3 930 85
Saline.....	4,840	3,726 80
Scott.	5,057	3,893 89
Searcy	4,294	3,306 38
Sebastian	11,495	8,851 15
Sevier.....	4,006	3,084 62
Sharp.....	4,102	3,158 54
St. Francis.....	5,044	3,883 88
Stone	2,805	2,159 85
Union....	5,784	4,453 68
Van Buren.....	3,697	2,846 69
Washington.....	12,328	9 492 56
White . . .	8,375	6,448 75
Woodruff	4,888	3,763 76
Yell	6,916	5,323 78
Totals	418,565	\$322,295 82

I have drawn a requisition upon the Auditor authorizing him to draw warrants upon the Treasurer for the above amounts.

Respectfully,

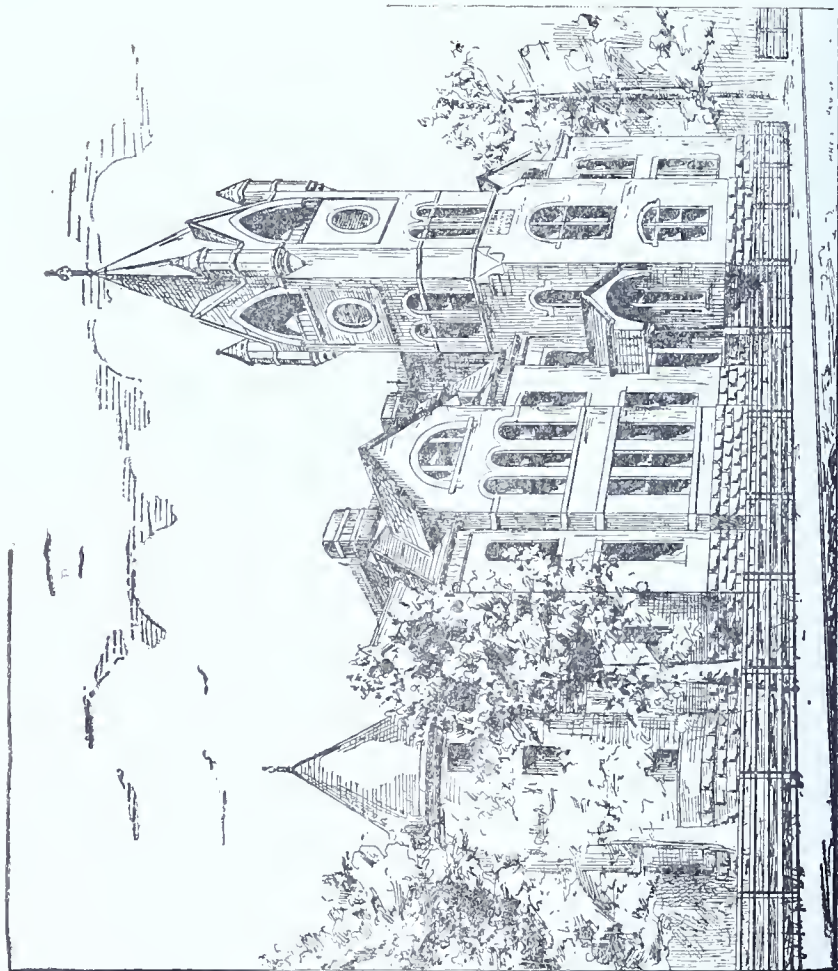
J. H. SHINN,
Superintendent Public Instruction.

CHAPTER XI.

FACTS ABOUT CITY AND TOWN SCHOOLS AND PUBLIC HIGH SCHOOLS.

No effort has been made heretofore to gather statistics concerning these important schools, and although blanks were sent to every town in the State they elicited but few replies. The partial reports are included in Table No. XI, and show many important facts. These reports will be diligently sought for during the coming year, and a full report will doubtless follow.

These schools are all well graded and are doing good service. The gradual extension of the elementary schools in towns towards true secondary instruction is one of the most favorable signs of educational progress.



PEABODY SCHOOL, LITTLE ROCK, ARK.

TABLE XI.

City Public Schools.

NAME OF CITY.	Name of Superintendent.	School Year Ends.	Population of Legal School Age.			Estimated No. of Pupils in Private Schools Not Attending Public Schools.	Number Years Required to Complete Course.	Different Pupils Enrolled.			Number Days the Schools Were in Session.	Aggregate Number Days Attendance of Pupils.	Average Daily Attendance.	No. of Super- vising Officers.	
			Male.	Female.	Total.			Male.	Female.	Total.				Male.	Female.
1890-91.															
Argenta	W. T. Sonerville	June 5	474	566	1,040 .....	.....	8	268	340	608	178	41,118	231	1	4
Rogers	H. L. Stites	March 1	290	333	623 .....	.....	6	125	256	381	100 .....	.....	347	2 .....	.....
Malvern	W. D. Leiper	May 15	399	393	792 .....	.....	10	362	314	616	120	480,056	2,728	1	1
Little Rock	J. R. Rightsell	June 30	4,181	4,391	8,574	850	9-12	1,935	2,320	4,255	176	160,000	1,007	2	3
Hot Springs	J. R. Rightsell	May 22	1,217	1,335	2,552	200	6	731	768	1,502	160 .....	.....	185 .....	.....	.....
Conway	J. M. C. Vaughtier	May 10	225	209	425 .....	.....	.....	150	120	270	153 .....	.....	.....	.....	.....
Lonoke	J. J. Doyne	June 11 .....	.....	.....	624 .....	.....	9	223	259	482	197	7,330	357	1	1
Fort Smith	J. L. Holloway	July 1	1,753	1,792	3,545	300	12	982	1,120	2,102	170	230,216	1,354	1	1
Arkadelphia	E. P. Alford	May 21	506	506	1,012	450	6	262	329	591	160	44,960	281	1	1
Russellville	A. E. Lee	June 1 .....	.....	.....	575 .....	.....	12	257	273	530	170 .....	.....	327 .....	.....	.....
1891-92.															
Eureka Springs	C. S. Barnette	March	439	532	971	20	8	338	396	734	120	9,640	482	1	1
Fort Smith	J. L. Holloway	July 1 .....	.....	.....	.....	300	12	1,040	1,100	2,140	170	272,000	1,600	1	2
Bentonville	R. M. Copenhaver	February	324	336	660 .....	.....	.....	219	253	502	118	37,878	321 .....	.....	.....
Hot Springs	George B. Cook	May	1,310	1,330	2,670	70	11	807	853	1,660	180	522,491	2,969	1	1
Little Rock	J. R. Rightsell	June	4,318	4,389	8,737	925	11	2,051	2,415	4,466	176 .....	.....	.....	1	1
Lonoke	J. J. Doyne	June	284	315	599 .....	.....	11	202	235	437	187 .....	.....	387	1	1
Russellville	Arthur Lee	June	331	329	660 .....	.....	12	240	227	467	180 .....	.....	341 .....	.....	.....

TABLE XI.--Continued.

NAME OF CITY.	Regular Teachers, including Supervisors & Principals.			Number Different Buildings Used.	Number Seats for Study.	In What Grades Manual Training Has Been Introduced.	Public High Schools—No. of Such Schools.	Number of Instructors.	No. Different Pupils Enrolled.			Aggregate Number Days Attendance of Pupils in High School.	Average Daily Attendance.	No. Graduated During 1890-91			Through How Many Years High Sch'l Course Extended?	Total Assessed Value of All Taxable Property in the City.	Is Property Assessed at Its True Value?	If not, What is the Official Basis of Assessment?
	Male.	Female.	Total.						Male.	Female.	Total.									
1890-91.																				
Argenta	2	3	5	2	400	None	1	5	125	256	381	.....	.....	4	6	10	6	\$ 200,000	No	1-3
Rogers	1	4	5	1	642	All	1	5	51	140	191	25,572	146	8	27	35	3	10,322,437	No	60 p'r c't
Malvern	4	5	9	12	3,521	.....	2	5	20	32	52	8,000	48	4	6	10	3	2,500,000	No	1-5
Little Rock	6	54	60	12	1,150	None	1	5	17	32	49	882	43	5	3	8	8	.....	No	65 p'r c't
Hot Springs	2	17	19	5	.....	.....	1	5	33	110	143	19,448	114	.....	6	4	4	4,037,934	No	50 p'r c't
Conway	3	6	9	2	400	None	1	2	.....	.....	.....	.....	.....	.....	.....	4	.....	428,333	No	.....
Lonoke	6	41	47	8	2,340	None	1	6	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	.....	.....
Fort Smith	3	4	7	4	600	None	1	2	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	.....	.....
Arkadelphia	3	4	7	4	400	None	1	2	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	.....	.....
Russellville	3	3	6	2	400	None	1	2	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	.....	.....
1891-92.																				
Eureka Springs	1	.....	1	3	.....	.....	1	2	25	27	52	4,080	.....	1	2	3	3	905,968	No	75 p'r c't
Fort Smith	7	42	49	9	2,300	.....	1	4	26	89	115	17,510	103	1	8	9	4	4,200,000	No	.....
Bentonville	3	6	9	1	475	.....	1	2	16	22	38	2,596	22	.....	.....	3	3	525,000	No	.....
Hot Springs	3	3	6	5	1,047	.....	1	3	53	77	130	.....	117	3	10	13	3	3,500,000	No	50 p'r c't
Little Rock	7	55	62	13	3,686	.....	2	5	51	123	174	23,409	134	6	32	38	3	10,625,274	No	60 p'r c't
Lonoke	2	5	7	1	320	.....	1	2	35	29	64	.....	57	6	3	9	3	423,066	.....	.....
Russellville	3	3	6	1	380	.....	1	2	35	41	76	.....	53	.....	.....	4	.....	.....	.....	.....

TABLE XI.—Concluded.

NAME OF CITY.	1890-91.															1891-92.															
	Estimated Actual Value of Public Property Used for School Purposes.	Balance on Hand From Last School Year.	Receipts for School Year 1889-90—(a) From State Apportionment or Taxes.	(b) From City Taxes.	(c) From County & Other Taxes.	(d) From All Other Sources (Exclusive of Loans and Bond Sales.	Total Receipts for Year (Exclusive of Loans and Bond Sale).	(e) Receipts From Loans and Bond Sales.	Total Sum Available for Use During the year.	Expenditures for School Year, 1890-91—(a) Permanent Investments.	(b) For Salaries of Teachers and Supervising Officers.	(c) Current Expenses.	(e) Paid on Principal of Loans & Bonded Debts.	Total Expenditures of Public Moneys for Schools.	Amount Carried Forward to Next School Year—																
1890-91.																1891-92.															
Argenta	6,000	.....	650	987	320	60	3,500	.....	3,500	3,210	850	217 65	.....	3,500	.....															
Rogers	.....	.....	6,885	2,470	51,384	.....	58,469	.....	60,218	20,231	2,170	1,420 00	.....	61,773	\$1,475											
Malvern	238,500	.....	1,821	12,811	1,123	.....	15,756	.....	15,756	340	9,532	2,302 00	.....	12,134	3,621												
Little Rock	20,000	\$7,979 37	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....			
Hot Springs	.....	.....	867	8	3,247	1,500	5,625	.....	5,625	.....	4,110	701 00	.....	4,814	809											
Conway	.....	.....	2,418	7,221	.....	118	9,858	\$21,900	31,658	.....	25,864	2,863 00	.....	25,728	2,930											
Lonoke	6,300	4 050 00	1,218	2,445	.....	.....	3,661	.....	3,661	101	2,540	745 00	.....	3,273	.....															
Fort Smith	120,000	.....	212	2,938	.....	261	.....	.....	2,871	.....	2,468	301 00	.....	2,871	.....															
Arkadelphia	6,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		
Russellville	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
1891-92.																															
Eureka Springs	6,600	.....	1,669	4,529	.....	113	6,312	.....	41,550	5,773	3,450	865 00	.....	10,080	.....															
Fort Smith	1,000,000	2,000 00	2,500	1,800	20,000	250	25,530	16,000	31,676	15,000	20,000	5,000 00	.....	39,000	2,550															
Bentonville	15,000	.....	735	2,571	.....	32	3,339	.....	3,676	99	2,370	323 00	786	3,579	.....															
Hot Springs	42,000	3,000 00	2,500	1,000	.....	.....	.....	15,500	16,000	15,000	13,000	2,000 00	.....	57,675	97												
Little Rock	258,000	3,236 00	11,078	48,786	.....	.....	.....	59,364	63,100	10,259	37,055	599 00	1,700	2,871	5,424													
Lonoke	7,000	.....	212	2,398	.....	261	.....	.....	2,871	89	2,468	301 00	.....	2,871	.....															
Russellville	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	

CHAPTER XII.

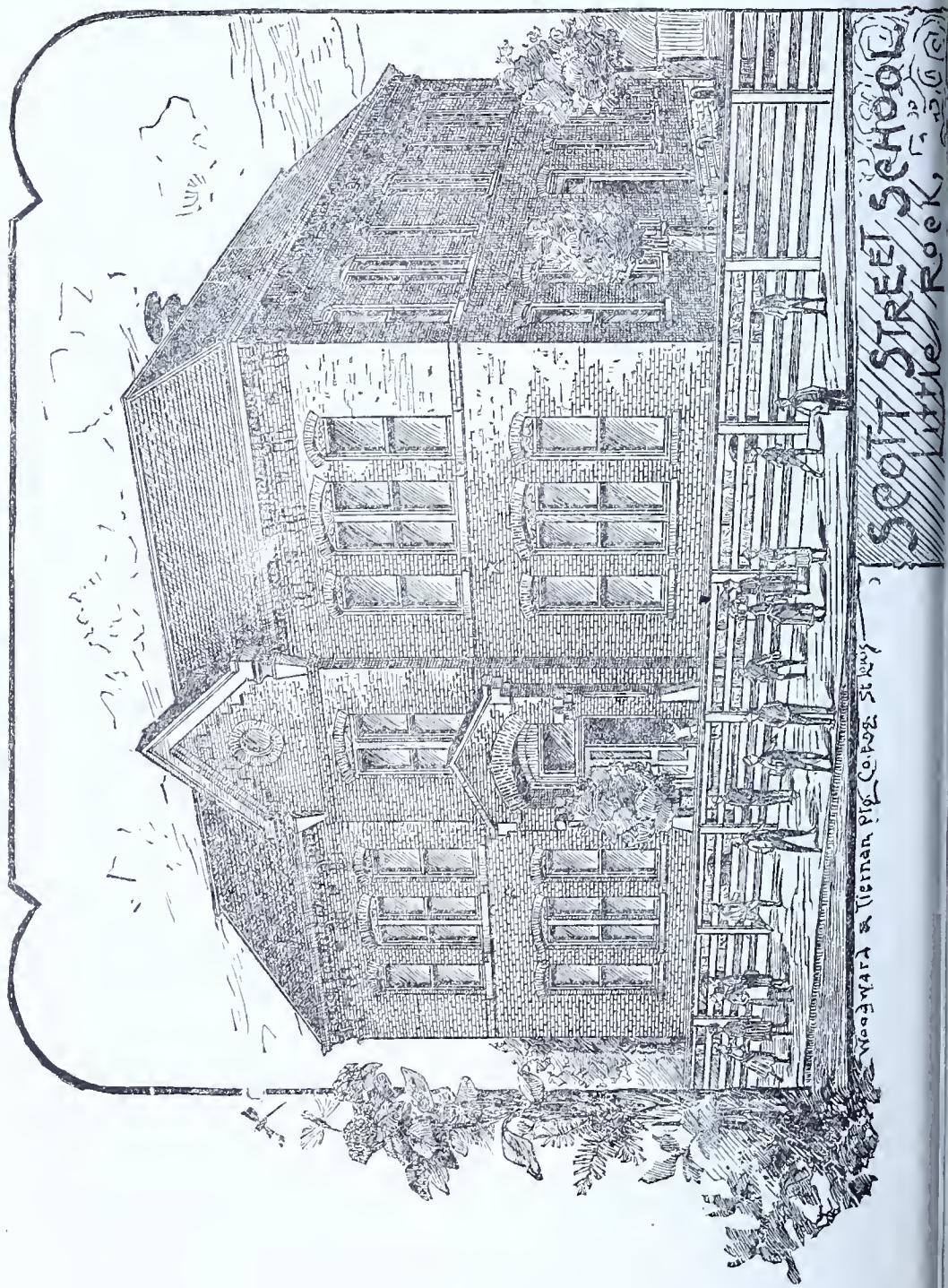
FACTS ABOUT THE GRADE OF INSTRUCTION AND WHO RECEIVE IT.

The school population was 36 per cent. of the entire population in 1890. If this school population be sorted it will quite naturally divide itself into a class pursuing elementary studies, another pursuing higher studies and still another the collegiate studies. The elementary studies will comprise as a rule all students between the ages of 6 and 15; the high school, between 15 and 18, and the collegiate, from 18 upwards. Of course these lines cross each other in various ways, but the general classification is good. From most careful estimates it is found that rather more than 96 per cent. of the school population are pursuing elementary studies; rather more than 3 per cent. are pursuing higher studies, and rather less than 1 per cent are in proper collegiate studies. The percentages for the United States are 94.2 per cent. elementary; 4.9 per. cent, higher, and .9 per cent. collegiate. Elementary instruction is understood to include the "primary" and "grammar" grades. Of the whole school population the public schools enrolled about 97 per centum, while the private schools and colleges enrolled less than 3 per cent. In the whole country, according to the report of the United States Commissioner, there were 13,726,574 children of all grades enrolled in 1888-9. Of these, 12,325,411 or 89.8 per cent. were enrolled in schools or institutions under public management, and 1,401,163, or 10.2 per cent. in schools and institutions under private management. The public school spirit in Arkansas is far above the average for the whole country. In a properly devised scheme of education the elementary course should terminate at the 13th year of child life and include about 20 per centum of the school population; the secondary period will terminate at 17, and

include about 8 per cent. of the population; while the superior will terminate at 21 and include 6 per cent. Applying these estimates to the whole number of enrolled children there should be 148,240 enrolled in elementary work; 59,296 in secondary work, and 44,472 in superior work. The actual classification will show that there are not far from 240,000 in elementary work, 8000 in secondary work, and 2000 in superior work. That is to say, about 100,000 are doing elementary work that in a model system would be engaged elsewhere; that there are 50,000 children enrolled in our schools doing elementary work whose ages under a better system would warrant their receiving secondary instruction, and who are debarred from it by the bad classifications of the earlier school years, the bad teaching of the same time, the bad regulations as to attendance and the irrational opposition to secondary instruction in free schools. The case is still worse when we consider the collegiate side of the question. From 17 to 21 there are 44,000 children who are of an age to receive superior instruction. The most liberal estimate that I can form is that less than 2500 children of the State are in proper collegiate studies. The rule for the whole country is that 6-7 of those entitled to secondary instruction never receive it, and that 30-31 of those eligible in age for superior instruction never enter college.

While we are keeping step with the whole country we are far behind many of the older communities in strong secondary and superior schools. And our care should be to so manipulate the elementary course as to create better future possibilities for the secondary and superior. This can be done by constantly raising the grade of instruction in the elementary schools. To do this we need—

1. Better teachers.
2. Better classification.
3. County supervision.
4. Graded institutes.
5. Normal schools.
6. Manual training schools.
7. Garden schools.
8. Kindergarten training.



SCOTT STREET SCHOOL
Little Rock, Ark.

Woodward & Loeman, 112 College Street

CHAPTER XIII.

FACTS ABOUT LOCAL TAX.

1891.

Tables XII and XIII present the number of districts voting local tax at the May election in 1891 and 1892, and the various amounts as reported to this office by the various County Clerks :

1891 . . .	Total districts voting tax	3511
1892	Total districts voting tax	3567
	Increase	56
1891	Total districts voting no tax	886
1892	Total districts voting no tax	893
	Increase	7

In 1891, Dallas, Jackson, Lafayette, Little River, Poinsett and Pulaski had no district within their boundaries not voting tax.

In 1892, Clay, Chicot, Grant, Lafayette, Phillips and Poinsett were in the same condition.

The counties where the largest negative vote is to be found are Washington, Boone, Carroll, Cleburne, Marion, Newton, Polk, Searcy and Van Buren.

The counties where more than half the districts vote no tax are Boone, Marion, Newton, Polk, Searcy, St. Francis and Van Buren.

The great body of the State, however, is using this valuable tax to develop their home schools to the utmost. It is becoming a serious question among our people whether it is a wise policy of law to extend to communities that refuse to help themselves, the same part of the State apportionment that is given to communities carrying extra loads. These local tax tables, all worthy of study by all citizens, and are a tolerably good index to the localities where the greatest thrift, energy and enterprise are located.

TABLE XII.

Districts in Arkansas Voting Local Tax, and Amount.

COUNTIES.	No. Dist.	5 Mills.	4½ Mills.	4 Mills.	3½ Mills.	3 Mills.	2½ Mills.	2 Mills.	1½ Mills.	1 Mill.	0 Mill.
Arkansas.....	49	34			1	9					5
Ashley.....	40	38					1				1
Baxter.....	53	23	1	1		3	5	3			17
Benton.....	143	76			1	11	11	4		1	39
Boone.....	97	38			1	3	7	1		1	46
Bradley.....	40	31				1	2				6
Calhoun.....	36	29					3				4
Carroll.....	83	37		4	1	8	7	6	1		19
Chicot.....	9	7									2
Clark.....	63	45		1	1		6				10
Clay.....	56	50				1	2	1			2
Cleburne.....	53	33			1	2	4				13
Cleveland.....	41	22				2	5				12
Columbia.....	52	35					3			1	13
Conway.....	75	65		1			3				6
Craighead.....	59	43		1		3	9				3
Crawford.....	92	79					1				12
Crittenden.....	19	5		1		3					2
Cross.....	27	19					4				4
Dallas.....	36	32				1	2	1			
Desha.....	24	21									3
Drew.....	60	42				5	4	1			8
Faulkner.....	104	89					1				14
Franklin.....	92	60				1	17	2			12
Fulton.....	70	25			1	3	21	4			16
Garland.....	31	27									4
Grant.....	50	45			2	1	1				1
Greene.....	64	48					7				6
Hempstead.....	78	62			1	1	5				9
Hot Spring.....	46	41		1							4
Howard.....	54	37				2	2				13
Independence.....	84	39	2	2	2	11	19	2	1	1	5
Izard.....	89	31	1	2	1	4	28		2		20
Jackson.....	23	23				1	5				
Jefferson.....	34	29				2			1		2
Johnson.....	80	68					6				6
Lafayette.....	10	10									
Lawrence.....	52	33	1	1		4	4				9
Lee.....	43	38									5
Lincoln.....	46	35					4				7
Little River.....	15	15									
Logan.....	83	74		1		2	6				14
Lonoke.....	62	55		1			3				3
Madison.....	111	33		1		6	2	5			64
Marion.....	57	17				4	10	2			24
Miller.....	24	15					1				8
Mississippi.....	28	20				3	1				4
Monroe.....	37	34					2				1
Montgomery.....	63	41					3				19
Nevada.....	63	47					3	1			12
Newton.....	75	18					4	2		1	50
Ouachita.....	55	48				2					5
Perry.....	34	24		1		3	2	2			2
Phillips.....	34	34									
Pike.....	42	27				2	7				6
Poinsett.....	18	16		2							
Polk.....	71	26				1	3				41
Pope.....	96	75		2		1	10	4			4
Prairie.....	50	36				2	4				5
Pulaski.....	43	43	1			1					
Randolph.....	80	44				3	5				28
Saline.....	62	56					1				5
Scott.....	74	48					2				24
Searcy.....	60	13				1	2			1	43
Sebastian.....	84	72				3	1	1			7
Sevier.....	47	27					12	1			7
Sharp.....	70	38			3	3	21	1			7
St. Francis.....	33	31						1			1
Stone.....	39	8					9				22

TABLE XII.—*Concluded.*

COUNTIES.	No. Dist.	5 Mills.	4½ Mills.	4 Mills.	3½ Mills.	3 Mills.	2½ Mills.	2 Mills.	1½ Mills.	1 Mill.	0 Mill.
Union	71	59	...	1	...	4	3	...	...	...	4
Van Buren	63	24	...	...	...	2	2	...	...	...	35
Washington	165	28	...	3	...	6	2	1	...	...	59
White	104	29	...	1	1	1	6	...	...	...	6
Woodruff	29	14	1	1	1	4	...	...	...	1	7
Yell	90	72	...	...	...	4	5	...	...	...	9
Totals.....	4323	2925	7	29	15	140	337	46	5	7	886

TABLE XIII.

Number of Districts Voting Tax for Year Ending June 30, 1893.

COUNTIES.	No. Dist.	5 Mills.	4½ Mills.	4 Mills.	3½ Mills.	3 Mills.	2½ Mills.	2 Mills.	1½ Mills.	1 Mill.	½ Mill.	0 Mill.
Arkansas.....	36	1	1	7	2	2	2	2	2	2	2	6
Ashley.....	28	1	1	4	3	1	1	1	1	1	1	2
Baxter.....	22	1	1	3	8	2	1	1	1	1	1	16
Benton.....	67	1	1	16	19	4	4	4	4	4	4	39
Boone.....	25	1	1	1	10	1	2	2	2	2	2	54
Bradley.....	22	1	1	2	8	1	1	1	1	1	1	7
Calhoun.....	28	1	1	1	2	2	2	2	2	2	2	5
Carroll.....	27	3	3	7	7	4	1	1	1	1	1	29
Chicot.....	9	1	1	1	1	1	1	1	1	1	1	11
Clark.....	41	1	1	2	9	2	2	2	2	2	2	23
Clay.....	52	1	1	2	1	2	2	2	2	2	2	16
Cleburne.....	21	1	1	2	4	2	1	1	1	1	1	10
Cleveland.....	22	1	1	2	5	2	2	2	2	2	2	4
Columbia.....	37	1	1	4	1	1	1	1	1	1	1	10
Conway.....	69	1	1	1	1	1	1	1	1	1	1	4
Craighead.....	41	1	1	10	1	1	1	1	1	1	1	6
Crawford.....	83	1	1	1	1	1	1	1	1	1	1	9
Crittenden.....	10	2	2	1	2	2	2	2	2	2	2	5
Cross.....	19	1	1	1	5	1	1	1	1	1	1	2
Dallas.....	35	1	1	2	1	1	1	1	1	1	1	10
Desha.....	16	1	1	1	1	1	1	1	1	1	1	9
Drew.....	43	1	1	5	3	1	1	1	1	1	1	8
Faulkner.....	83	1	1	2	2	2	2	2	2	2	2	17
Franklin.....	59	1	1	3	15	6	1	1	1	1	1	12
Fulton.....	22	1	1	4	25	6	1	1	1	1	1	13
Garland.....	42	1	1	1	1	1	1	1	1	1	1	4
Grant.....	43	1	1	6	4	1	1	1	1	1	1	8
Greene.....	54	1	1	1	4	1	1	1	1	1	1	10
Hempstead.....	65	1	1	1	4	1	1	1	1	1	1	9
Hot Spring.....	42	1	1	6	2	1	1	1	1	1	1	4
Howard.....	58	1	1	20	3	1	1	1	1	1	1	6
Independence.....	31	3	3	16	40	3	1	1	1	1	1	19
Izard.....	28	1	1	1	3	1	1	1	1	1	1	3
Jackson.....	26	1	1	3	4	1	1	1	1	1	1	1
Jefferson.....	29	1	1	1	4	1	1	1	1	1	1	4
Johnson.....	73	1	1	1	5	2	1	1	1	1	1	4
Lafayette.....	10	1	1	1	5	2	1	1	1	1	1	4
Lawrence.....	36	1	1	1	1	1	1	1	1	1	1	7
Lee.....	35	1	1	1	3	1	1	1	1	1	1	4
Lincoln.....	31	1	1	1	3	1	1	1	1	1	1	22
Little River.....	15	1	1	1	3	1	1	1	1	1	1	3
Logan.....	71	1	1	1	3	1	1	1	1	1	1	36
Louise.....	55	1	1	2	3	1	1	1	1	1	1	3
Madison.....	34	3	3	3	5	3	1	1	1	1	1	20
Marion.....	9	1	1	4	5	3	1	1	1	1	1	6
Miller.....	18	1	1	2	1	1	1	1	1	1	1	49
Mississippi.....	18	1	1	2	4	1	1	1	1	1	1	6
Monroe.....	32	2	2	1	2	1	1	1	1	1	1	5
Montgomery.....	38	1	1	1	4	2	1	1	1	1	1	3
Nevada.....	55	1	1	1	2	2	1	1	1	1	1	57
Newton.....	17	1	1	1	3	4	1	1	1	1	1	5
Ouachita.....	48	1	1	1	1	1	1	1	1	1	1	4
Perry.....	25	1	1	1	2	1	1	1	1	1	1	14
Phillips.....	33	1	1	1	4	1	1	1	1	1	1	46
Pike.....	34	1	1	4	4	1	1	1	1	1	1	7
Poinsett.....	16	1	1	1	2	1	1	1	1	1	1	6
Polk.....	11	1	1	1	1	1	1	1	1	1	1	21
Pope.....	75	1	1	2	16	4	1	1	1	1	1	4
Prairie.....	36	1	1	5	3	1	1	1	1	1	1	5
Pulaski.....	40	1	1	1	8	1	1	1	1	1	1	3
Randolph.....	49	1	1	3	1	1	1	1	1	1	1	23
Saline.....	57	1	1	2	4	1	1	1	1	1	1	4
Scott.....	56	1	1	1	4	1	1	1	1	1	1	14
Searcy.....	12	1	1	1	4	1	1	1	1	1	1	46
Sebastian.....	77	1	1	2	11	1	1	1	1	1	1	7
Sevier.....	29	1	1	3	14	1	1	1	1	1	1	6
Sharp.....	47	1	1	1	14	1	1	1	1	1	1	4
St. Francis.....	33	1	1	1	6	1	1	1	1	1	1	21
Stone.....	9	1	1	1	6	1	1	1	1	1	1	1

TABLE XIII.—*Concluded.*

COUNTIES.	No. Dist	5 Mills.	4½ Mills.	4 Mills.	3½ Mills.	3 Mills.	2½ Mills.	2 Mills.	1½ Mills.	1 Mill.	½ Mill.	0 Mill.
Union		58	..	2	..	5	2	...	..	..	...	3
Van Buren		18	...	..	..	1	3	...	..	..	...	42
Washington		82	..	..	..	5	15	1	...	1	...	58
White		72	..	1	..	1	16	1	..	..	...	15
Woodruff.....		16	..	2	3	1	12	...	..	1	..	6
Yell		77	..	...	2	..	6	...	..	...	...	7
Totals.....		2875	7	28	20	155	380	60	8	13	1	893

CHAPTER XIV.

FACTS ABOUT COUNTY INSTITUTES.

The desire of teachers to improve is attested by Tables⁸ XIV and XV. It will be seen that during the year 1891 there were held in the various counties seventy-six county institutes with an attendance of 2242.

In 1892 there were 112 institutes held, with an attendance of 5108. The increase in attendance has more than doubled. In order to make these meetings do the most good for the teachers I have begun to send out institute programmes along with the examination regulations which seek to cover during the year a regular course of study. Many examiners find these programmes helpful, and I shall continue them during the next year. Institute work is too often desultory and without character. This follows because untrained and inexperienced teachers are put forward to lead. I shall endeavor to have the examiners select the best material for conductors and to adopt a plan that will make each gathering conduce, first, to professional elevation; second, to academic advancement.

With this end in view, I recommended to the teachers last year the following institute course:

White's Elements of Pedagogy.

Baldwin's Art of School Management.

Harvey's Revised Grammar.

For the year 1892-3 I have recommended the following course:

Notes of Lessons for Young Teachers.

Eclectic Physical Geography.

Seven Thousand Words often Mispronounced.

Compayre's Method of Teaching.

Harvey's Revised Grammar.

Fourteen counties appear to hold no institutes, although

legally required to do so. The institute law is a good one, and is doing a great deal to elevate the teachers. It should be enforced in every part of the State. The best way to make the law enforce itself is for examiners to make the institute the burden of their thoughts, and by good programmes, good teaching and good advice draw all thoughtful people to its support. The following letters are from examiners, and contain valuable suggestions :

NOTES FROM COUNTY EXAMINERS.

INSTITUTES.

CARROLL COUNTY.

We hold an institute every quarter, and the greatest interest is aroused. We believe no county in Arkansas has a better institute. We have organized in connection with our institute a pedagogical library association and have bought the International Educational Series.

C. S. BARNETT,
Western District.

A very successful institute was held. Two meetings of the Carroll County Teachers' Association were held in the eastern district in addition to the institute. Both were attended by a large number of teachers who say that they have derived benefit therefrom.

ISAAC A. CLARKE,
Western District.

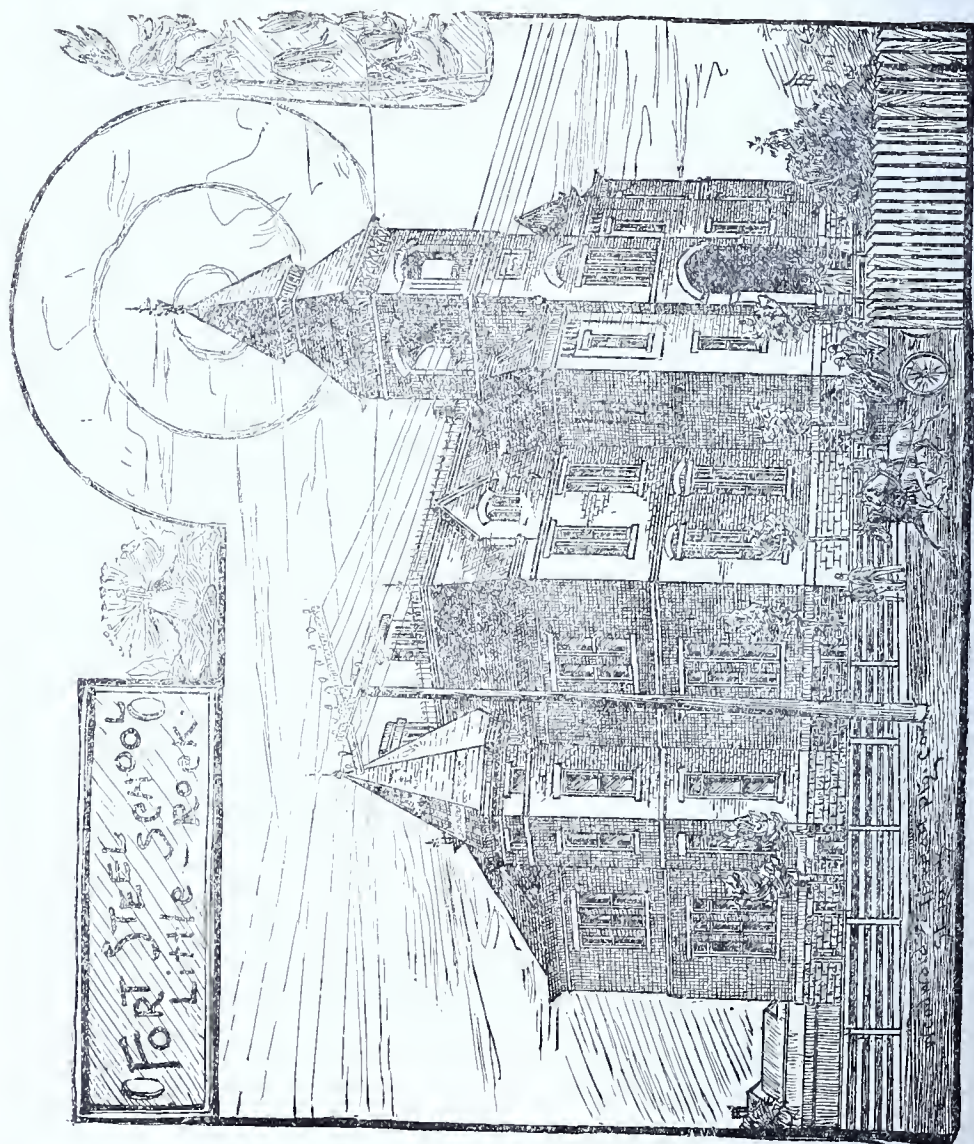
SEBASTIAN COUNTY.

Two institutes held; one in January and one in July. Each lasted three days and were very successful.

T. L. BROWN,
Greenwood District.

Nine institutes held. Forty-nine teachers present at each. Very successful and producing good results.

W. R. MARTIN,
Fort Smith District.



LOGAN COUNTY.

Both institutes were well attended and a greater degree of interest manifested than ever before. Our teaching strength is growing every day. New teachers and better teachers are being added to our list.

G. S. MINMIER.

POLK COUNTY.

Best ever held in Western Arkansas—so said by visitors. School interest advanced 30 per cent. in last two years.

SEARCY COUNTY.

I have held three institutes during the last scholastic year, from which great good has followed to the county. The prejudice of directors against such gatherings is dying away.

W. C. PLUMLEE.

SCOTT COUNTY.

Our district normal institute was a very successful one. It was conducted four weeks by Prof. J. J. Doyne, who did splendid work. This report is not what I would like for it to be, but the reports from the directors are so imperfect that it is impossible to make it any better. It seems that they feel they have done well if they get the enumeration in all right. The free school interest is growing in this county, and the future will bring us better work.

H. N. SMITH.

LITTLE RIVER COUNTY.

The institute was held on the 29th and 30th days of June. Present, sixteen teachers, male and female. Subjects for essays were assigned to several teachers, intended to provoke discussion, especially on the theory and practice of teaching. There was much interest manifested on the part of the teachers.

L. J. JOYNER.

PERRY COUNTY.

Our institute work has been all we could expect. Each one has increased in numbers and interest. Our fourth and last was held only a few weeks ago with an enrollment of 90 per cent. of the teachers of the county. Every teacher present took an active part in the work and all expressed themselves as being highly pleased.

P. L. BURROW.

YELL COUNTY.

Best ever held. It was conducted on the normal plan, with regular instructors and regular work. J. G. SMYTHE.

CRAWFORD COUNTY.

The teachers of this county are taking a strong interest in the work, and our institutes have been in every way a success. JOS. B. PAYNE.

LONOKE COUNTY.

Much interest and good work from teachers.

J. J. DOYNE.

GRANT COUNTY.

I take pleasure in stating that institute work is much better than in former years, the teachers more progressive and earnest, and the school interest generally better. Most of our teachers are farmers and can hardly afford to attend county institutes held in the months of March and September. I would be glad if the law were so amended as to provide for the holding of but two during the year. This I think would insure better attendance and better interest. E. P. HARRISON.

MISSISSIPPI COUNTY.

Held only two institutes for the scholastic year beginning July 1, 1891, and ending June 30, 1892. Owing to high water in March and impassable condition of road in June, no institutes were held. Those held in September and December were well attended and were very successful. Much interest was awakened in this branch of school work. LEON ROUSSAU.

WASHINGTON COUNTY.

The institute was held one week and was a very pleasant and profitable one. The teachers in attendance were greatly pleased and readily took part in the exercises. I have held regular quarterly examinations. H. M. WELCH.

BENTON COUNTY.

Our institute was one of the most successful we have ever had. E. G. PHILBECK.

CRAIGHEAD COUNTY.

I hold county institutes on the third Saturday in each month, and have good attendance usually. Much interest is manifested by the teachers of Craighead county. There is great improvement in the grade of teachers, the majority holding first grade licenses.

D. L. THOMPSON.

HOWARD COUNTY.

The teachers' association meets quarterly.

D. C. COWLING.

SEVIER COUNTY.

Commenced June 6th and continued three weeks, under management of myself, assisted by T. P. Murrey, T. T. C. Anderson and George A. Vaughan. The work was a thorough success in disseminating enthusiasm, as well as familiarizing the teachers with modern methods.

J. B. MARTIN.

ST. FRANCIS COUNTY.

Thirty-five colored teachers attended the institute. White teachers, none.

GEO. DUNHAM.

PRAIRIE COUNTY.

Our county institute, held at Hazen in August, 1891, was quite a success. All the teachers seemed quite enthusiastic. The colored teachers have their separate institutes. The institutes held in connection with the public examinations do not seem to arouse much enthusiasm, as they have no special leader.

J. B. SANDERS.

MARION COUNTY.

Teachers have been very enthusiastic in attending institutes the past year. I think that our public schools are doing better work than at any time previous. The teachers have been reporting to our county paper, and these reports show an increased interest in education all over the county.

R. B. GARRETT.

DREW COUNTY.

Our institutes have been in the main well attended. The last one was eminently a success. The attendance was splendid; the exercises very interesting. Some directors are dis-

posed to be obstinate about closing their schools at the time of the public examinations, and I think such legislation should be enacted as will relieve teachers of all embarrassment in this matter. They (directors) obligate teachers to make up time lost in attending these meetings before they will employ them. Some penalty should be imposed upon directors for failing to close the schools; the teachers alone should not suffer.

J. H. HINEMON.

CLAY COUNTY.

The institute met September 9, and organized with forty teachers. The interest was great, and our teachers are ripe for work. Quite a number of our teachers are preparing to attend the State normal at Jonesboro, which I think is the greatest move forward that has ever been made in Arkansas.

W. M. MAYFIELD.

OUACHITA COUNTY.

Colored teachers' institute was organized in June last. Met again on the 15th and 16th inst. The outlook is encouraging. Held white teachers' institute in June and September. Nothing encouraging to report. Being engaged myself in the examination of teachers I could not conduct the institute, hence Prof. C. T. Gordon, of Camden, presided over the whites, and Prof. F. K. Howard over the colored. Both are fine instructors.

O. G. QUINN.

Your plan of work laid out for the teachers of Arkansas is a good one. I am now making an effort to organize a monthly institute, to pursue the course of study proposed by you, or some similar one, for the next year. I believe by following some definite plan we can accomplish much good.

Teachers will have to enter a regular line of systematic study if any material good is accomplished.

The longer I am engaged in the work, the more deeply I am impressed with the importance of earnest, systematic and thorough work on the part of the teacher, and especially his need of *special* preparation.

It is a work that requires a constant supply of interest, enthusiasm and love for the cause of education, and I know of no better way to secure these than the plan of mutual association, which is found in our institutes.

Please give me some suggestions along this line.

Yours in the cause of education,

W. F. LEE.



W. & C. S. CO.
ST. LOUIS

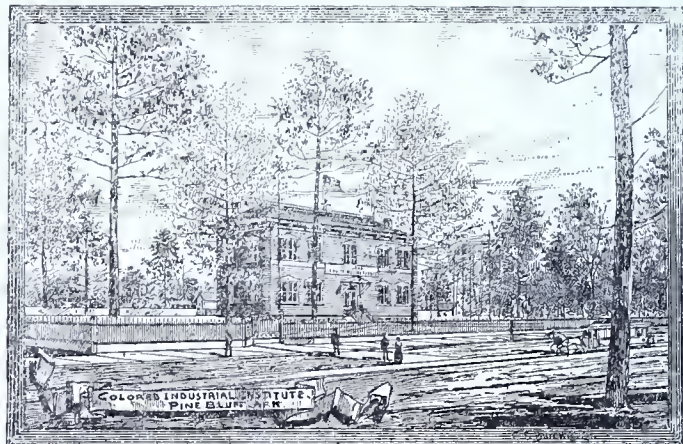
TABLE XIV.

*Number of County Institutes and the Teachers Attending them
for Year ending June 30, 1891.*

COUNTIES.	Number Institutes Held.	Number Teachers in Attendance.
Arkansas.....		
Ashley.....		
Baxter.....		
Benton.....	2	60
Boone.....	4	40
Bradley.....	1	30
Calhoun.....	1	25
Carroll.....	3	75
Chicot.....		
Clark.....	1	60
Clay.....	3	25
Cleburne.....	4	30
Cleveland.....		
Columbia.....		
Conway.....		
Craighead.....	1	43
Crawford.....	2	104
Crittenden.....		
Cross.....	1	6
Dallas.....		
Desha.....		
Drew.....	2	50
Faulkner.....	1	60
Franklin.....	1	60
Fulton.....		
Garland.....	1	40
Grant.....	3	20
Greene.....	1	36
Hempstead.....		
Hot Spring.....	1	65
Howard.....		
Independence.....		
Izard.....	1	
Jackson.....	1	40
Jefferson.....	1	40
Johnson.....	4	46
Lafayette.....	2	18
Lawrence.....	2	77
Lee.....		
Lincoln.....		
Little River.....	1	40
Logan.....	1	72
Lonoke.....		
Madison.....	1	50
Marion.....		
Miller.....	1	50
Mississippi.....	1	21
Monroe.....		
Montgomery.....	1	34
Nevada.....	3	60
Newton.....	1	40
Ouachita.....	2	40
Perry.....	1	24
Phillips.....		
Pike.....		
Poinsett.....	1	24
Polk.....	1	45
Pope.....	1	85
Prairie.....	1	53
Pulaski.....	2	60
Randolph.....	1	19
Saline.....	2	60

TABLE XIV.—*Concluded.*

COUNTIES	Number Institutes Held.	Number Teachers in Attendance.
Scott		
Searcy	1	40
Sebastian.....		
Sevier		
Sharp	1	46
St. Francis		
Stone	1	32
Union	2	59
Van Buren	2	32
Washington.....	1	80
White	1	56
Woodruff.....		
Yell	1	100
Totals.....	76	2242



COLORED INDUSTRIAL INSTITUTE, PINE BLUFF, ARK.

TABLE XV.

*Number of County Institutes Held and the Teachers Attending,
for the Year Ending June 30, 1892.*

COUNTIES.	No. Institutes Held.	No. Teachers in Attendance.
Arkansas	3	150
Ashley.....	1	47
Baxter	1	45
Benton.....	1	86
Boone	6	129
Bradley	2	80
Calhoun.....	1	40
Carroll	1	20
Chicot	6	240
Clark	2	122
Clay	1	10
Cleburne.....	4	320
Cleveland.....	2	110
Columbia.....	1	60
Conway	2	102
Craighead.....	1	40
Crawford	4	160
Crittenden	4	100
Cross.....	1	19
Dallas.....	4	112
Desha.....	1	50
Drew.....	2	104
Faulkner.....	1	15
Franklin	1	50
Fulton.....	2	60
Garland.....	1	40
Grant.....	4	160
Greene.....	4	100
Hempstead	1	19
Hot Spring	3	112
*Howard.....	1	50
Independence.....	2	104
Izard.....	1	15
Jackson.....	1	50
Jefferson.....	1	16
Johnson.....	2	158
Lafayette.....	2	83
Lawrence.....	1	72
Lee.....	3	105
Lincoln.....	1	38
Little River.....	2	36
Logan.....	2	30
Lonoke.....	3	123
Madison.....	1	41
Marion.....	4	80
Miller.....	4	156
Mississippi.....	4	60
Monroe.....	1	18
Montgomery.....	1	55
Nevada.....	1	75
Newton.....	3	40
Ouachita.....	4	280
Perry.....	2	50
Phillips.....	1	100
Pike.....	1	18
Poinsett.....	1	55
Polk.....	1	75
Pope.....	3	40
Prairie.....	4	280
Pulaski.....	2	50
Raudolph.....	1	100
Saline.....	1	100
Scott.....	1	100

*Teachers' Association meets quarterly.

TABLE XV.—*Concluded.*

COUNTIES.	No. Institutes Held.	No. Teachers in Attendance.
Searcy.....	3	150
Sebastian.....	11	579
Sevier.....	1	90
Sharp.....	4	133
St. Francis.....	1	35
Stone.....		
Union.....		
Van Buren.....	3	75
Washington.....	1	80
White.....	1	55
Woodruff.....	4	
Yell.....	1	80
Totals.....	112	5103



TWENTY-FIRST STREET PUBLIC SCHOOL, COLORED, LITTLE ROCK,

EXAMINERS OF ARKANSAS, 1890-92.

NAME.	POSTOFFICE.	COUNTY.
I. C. Gibson	DeWitt	Arkansas.
A. W. Coulter	Berea	Ashley.
W. B. Schoggin	Mountain Home	Baxter.
E. G. Philbeck	Bentonville	Benton.
T. F. Allbright	Valley Springs	Brone.
E. H. Carson	Warren	Bradley.
J. H. Rowland	Summersville	Calhoun.
C. S. Barnett } 2	Eureka Springs	Carroll.
A. B. Johnson {	Berryville	Carroll.
Robert H. Conneely	Lake Village	Chicot.
B. J. Dunn	Arkadelphia	Clark.
W. E. Beloate } 2	Corning	Clay.
R. L. O'Brien {	Rector	Clay.
W. T. Hammock	Heber	Cleburne.
J. W. Thompson	New Edinburgh	Cleveland.
R. L. Emerson	Magnolia	Columbia.
R. P. Childress	Morrilton	Conway.
D. L. Thompson	Jonesboro	Craighead.
Jos. B. Paine	Van Buren	Crawford.
R. F. Crittenden	Marion	Crittenden.
William Henry Cogbill	Wynne	Cross.
M. M. Duffie	Princeton	Dallas.
John G. Warfield	Arkansas City	Desha.
J. A. McQuiston	Monticello	Drew.
J. M. C. Vaughter	Conway	Faulkner.
A. W. Ellis	Salem	Fulton.
I. L. Burrow	Albus	Franklin.
W. H. Barry	Hot Springs	Garland.
E. P. Harrison	Sheridan	Grant.
S. R. Simpson	Paragould	Greene.
W. H. Quail*	Hope	Hempstead.
W. D. Leiper	Malvern	Hot Spring.
D. C. Cowling	Center Point	Howard.
H. M. Hodge	Batesville	Independence.
J. W. C. Gardner	Melbourne	Izard.
John D. Neal	Newport	Jackson.
A. B. Grace	Pine Pluff	Jefferson.
Charles L. Sampson	Clarksville	Johnson.
L. M. Daly	New Lewisville	Lafayette.
D. T. Rogers	Portia	Lawrence.
J. E. Leary	Marianna	Lee.
O. C. Joyce } 2	Star City	Lincoln.
G. A. Bryant {	Vanner	Lincoln.
William H. Butcher	Richmond	Little River.
J. S. Shibley	Paris	Logan.
J. J. Doyme	Lonoke	Lonoke.
H. A. Reynolds	Huntsville	Madison.
R. B. Garrett	Bruno	Marion.
W. G. Cook	Texarkana	Miller.
Leon Roussan	Osceola	Mississippi.
James A. Garrett	Clarendon	Monroe.
W. G. Fail	Mount Ida	Montgomery.
R. E. Wood	Prescott	Nevada.
W. B. Moss	Jasper	Newton.
O. G. Quinn	Woodlawn	Ouachita.
P. L. Burrow	Perryville	Perry.
C. A. Bruce	Helena	Phillips.
B. T. Clement	Kirby	Pike.
Ed. L. Jacobs	Harri-burg	Poinsett.
J. W. Bratcher	Dallas	Polk.
James H. Fry	Russellville	Pope.
J. B. Saunders	Hazen	Prairie.
R. H. Parham	Little Rock	Pulaski.
John Hogan	Middlebrook	Randolph.
W. P. Johnson	Benton	Saline.
H. N. Smith	Waldron	Scott.
W. C. Plumlee	St. Joe	Searcy.
W. R. Martin } 2	Fort Smith	Sebastian.
R. W. McFarlane {	Greenwood	Sebastian.
J. B. Martin	Brownstown	Sevier.
Henry G. Porter	Hardy	Sharp.
George Durham	Forrest City	St. Francis.
W. H. Nelson	Mountain View	Stone.
George Newton	El Dorado	Union.
George G. Perkins	Clinton	Van Buren.
H. M. Welch	Fayetteville	Washington.
B. P. Baker	Searcy	White.
W. H. Lawst†	McCrory	Woodruff.
J. G. Smyth	Chickalah.	Yell.

*Died in 1892. W. F. Lee was appointed to fill the vacancy.

†Died in 1891. S. L. Ingalls appointed to fill the vacancy.

EXAMINERS OF ARKANSAS, 1892-94.

NAME.	POSTOFFICE.	COUNTY.
I. C. Gibson	DeWitt	Arkansas.
W. G. Rolfe	Hamburg	Ashley.
E. J. Shuck	Mountain Home	Baxter.
E. J. Philbeck	Bentonville	Benton.
T. F. Allbright	Valley Springs	Boone.
E. H. Carson	Warren	Bradley.
D. W. Bass	Hampton	Calhoun.
C. S. Barnett } 2	Eureka Springs	Carroll.
Isaac A. Clarke }	Berryville	Carroll.
W. G. Street	Lake Village	Chicot.
B. J. Dunn	Arkadelphia	Clark.
Douglas Hopson } 2	Corning	Clay.
W. M. Mayfield }	Rector	Clay.
Austin Woods	Heber	Cleburne.
T. M. Marks	Toledo	Cleveland.
W. O. McKay	Magnolia	Columbia.
C. W. Brewer	Morrilton	Conway.
J. W. Decker }	Jonesboro	Craighead.
J. C. Johnson }	Lake City	Craighead.
Joseph B. Paine	Van Buren	Crawford.
R. F. Crittenden	Marion	Crittenden.
William Henry Cogbill	Wynne	Cross.
M. M. Duffie	Princeton	Dallas.
F. M. Rogers	Arkansas City	Desha.
J. H. Hinemon	Monticello	Drew.
W. M. Smith	Greenbrier	Faulkner.
C. F. Torreyson	Salem	Fulton.
H. A. Nickell	Ozark	Franklin.
Geo. B. Cook	Hot Springs	Garland.
S. Lee Shell	Brooks	Grant.
George R. Hopkins	Paragould	Greene.
W. F. Lee	Washington	Hempstead.
W. D. Leiper	Malvern	Hot Spring.
D. C. Cowling	Center Point	Howard.
E. B. Ravburn	Sulphur Rock	Independence.
J. W. C. Gardner	Melbourne	Izard.
D. L. Paisley	Auvergne	Jackson.
A. B. Grace	Pine Bluff	Jefferson.
J. D. Holmes	Lamar	Johnson.
Charles N. Marymn	Walnut Hills	Lafayette.
G. W. Wells	Powhatan	Lawrence.
J. E. Leary	Marianna	Lee.
Frank L. Lee } 2	Varner	Lincoln.
O. C. Joyce }	Star City	Lincoln.
L. J. Joyner	Richmond	Little River.
George S. Minmier	Paris	Logan.
J. J. Doyme	Lonoke	Lonoke.
J. W. Southerland	Hindsville	Madison.
R. F. Garrett	Eros	Marion.
W. G. Cook	Texarkana	Miller.
S. S. Semmes	Osceola	Mississippi.
W. L. Ferguson	Brinkley	Monroe.
John Van Steinwick	Mount Ida	Montgomery.
J. J. Thomasson	Prescott	Nevada.
Henry R. Phillips	Jasper	Newton.
Charles T. Gordon	Camden	Ouachita.
James A. Vance	Perryville	Perry.
C. A. Bruce	Helena	Phillips.
J. C. Pinnix	Murfreesboro	Pike.
Ed L. Jacobs	Harrisburg	Poinsett.
E. L. Compere	Dallas	Polk.
John T. Puckett	Russellville	Pope.
D. S. Harris	Hazen	Prairie.
R. H. Parham	Little Rock	Pulaski.
John Hogan	Warm Springs	Randolph.
J. T. Kirtlin	Bryant	Saline.
James Cox, Sr	Waldron	Scott.
Shem E. Hollobaugh	Marshall	Searcy.
W. R. Martin } 2	Fort Smith	Sebastian.
T. L. Brown }	Greenwood	Sebastian.
J. B. Martin	Brownstown	Sevier.
A. B. Brewster	Loyal	Sharp.
W. H. Paislay	Forrest City	St. Francis.
H. Denman	Mountain View	Stone.
W. J. Pinson	El Dorado	Union.
E. Hackett	Eglatine	Van Buren.
John C. Mitchell	Fayetteville	Washington.
B. P. Baker	Searcy	White.
P. R. Andrews	Augusta	Woodruff.
L. B. Reynolds	Gravelly Hill	Yell.



NORTH LITTLE ROCK (ARGENTA) PUBLIC SCHOOL.

CHAPTER XV.

FACTS ABOUT DISTRICT NORMAL INSTITUTES.

During the last year these meetings have been held at Hot Springs, Malvern, Sheridan, Vilonia, Russellville, Altus, Waldron, Springdale, Yellville, Marion, Jonesboro, Heber, Dallas, Batesville, Paragould, DeWitt, Lockesburg and Nashville, in sessions from one to four weeks for the white teachers. For the colored teachers sessions were held at Morrilton, Little Rock, Hope, Camden, Benton, Pine Bluff, Newport, Monticello, Helena, Brinkley, Warren and Prescott. The instructors were among the most eminent of the State, taken from among the practical teachers of both races, and one from Texas. They were Professors Hogg, Murrey, Hammock, Moody, Anderson, Hewen, Glotfelter, Rhoton, Thompson, Parham, Ish, Corbin, Leiper, Cook, W. L. Lee, A. E. Lee, Johnston, Chapman, Kimbrough, Roberts, Coleman, Burrow, Doyne, Johnson, Blankinship, Rose, Harris, Eaton, Schoggen, Gibson, Futrell, Sampson, Kennard, Littlepage, Allen, Barbour, Martin, Crawford, Dobbins and Reinhardt. The attendance upon these meetings was 1875, besides the directors and visitors. More than 4000 prominent citizens, directors and friends attended upon one or more of these sessions. Senator Jones, Congressman McRae and State Senator Kinsworthy favored the teachers with speeches at the Nashville meeting. I attended many of them, both white and colored, and was pleased with the work. The expense was borne by the Peabody Trustees, an account of which appears under that heading.

The following schedule was prepared by this department for these training schools and followed as nearly as practicable:

TEACHERS' TRAINING SCHOOL PROGRAMMES.

	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
	ONE HOUR EACH DAY—ARITHMETIC.				
First week ...	Notation and Numeration.	Addition and Subtraction.	Multiplication and Division.	Compound Numbers.	Fractions. Principles.
Second week	Fractions. Reductions. Addition, Subtraction, Multiplication and Division.	Percentage. Principles.	Interest.	Application of Percentage.	Mensuration.
	ONE HOUR EACH DAY—ELEMENTS OF PEDAGOGY.				
First week ...	Sensibility.	Intellect. 1. Presentative.	Intellect. 2. Representative.	Intellect. 3. Thought.	Principles of Teaching.
Second week	Methods. To Study of Books.	Methods. To the Recitation.	Methods. Complete.	Methods. Reading. Language.	Methods. Grammar. Arithmetic.
	RECESS—THIRTY MINUTES.				
	ONE HOUR EACH DAY—GRAMMAR.				
First week ...	How to Write Names and Sentences.	How to Write Letters and Compositions.	Parts of Speech. Simple Sentence.	Analysis. Parsing.	The Noun. 1. Modification. 2. Uses.
Second week.	The Verb. 1. Kinds. 2. Properties. 3. Conjugation. 4. Agreement. 5. Modification.	The Verb. 6. Infinitive. 7. Participle. 8. Difficult Constructions.	Punctuation.	The Diagram.	The Diagram.
	NOON—TWO HOURS.				
	ONE HOUR EACH DAY—GEOGRAPHY.				
First week ...	A Good Topical Outline for Primary Work.	A Good Topical Outline for Advanced Work.	Study and Recite States by the First.	Study and Recite Tennessee by the Second.	How to Draw Maps.
Second week.	Physical Geography.	Mathematical Geography	Errors in Teaching.	Oral Work. Ideas of Position. Ideas of Distance. Forms of Surface. Ideas of a Map.	Globes and Moulding.
	THIRTY MINUTES EACH DAY—HISTORY.				
First week ...	Explorations.	Colonies.	History from 1765 to 1776.	The Revolution.	The Constitution.
Second week	Jefferson's Administration.	Work of Clay, Webster, Calhoun.	Formation of States.	Analysis of Declaration of Independence.	Analysis of Constitution of the U. S.

TEACHERS' TRAINING SCHOOL PROGRAMMES.— *Concluded.*

	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
	THIRTY	MINUTES EA	CH DAY—SCH	OO L MAN AG	EMENT.
First week ...	School Organi- zation.	School Govern- ment.	Courses of Study and Pro- grammes.	Study and Teaching.	Class Management.
Second week.	Examinations.	Records, Promotions.	How to Ques- tion.	Grading and Classification.	Discipline
		RECESS—THIRTY MINUTES.			
	ONE	HOUR EACH	DAY — READ	ING.	
First week ...	Word Method.	Word Method.	Articulation. Pronunciation.	Emphasis. Inflection.	Modulation.
Second week.	Drill upon "Thanatopsis."	Drill upon the Battle of Wat- erloo and any good descrip- tion.	Drill upon "The Light Brigade" and any good Hist'l sketch.	Drill, Phonetic.	Drill.
	THIRTY	Y MINUTES E	VERY O THER	ER DAY—SPEL	LING.
First week ...	Pronouncing from Book.		Pronouncing.		Written Spelling.
Second week		Drill upon Sounds.		Drill upon Sounds.	
	THIRTY	MINUTES EV	ERY OTHER	DAY — PENM	ANSHIP.
First week ...		Principles for Small Letters.		Principles for Capitals.	
Second week	Drill upon Slant, Height and Form		Drill upon Shading.		Positions.

REGULATIONS. Institutes are to be opened, conducted and closed as are the best schools. The institute will begin at 8 o'clock each morning and close at 12. And beginning at 2 in the afternoon will close at 6 o'clock.

All teachers should have their regular books with them each day. White's Elements of Pedagogy and Baldwin's Art of School Management are the prescribed books for pedagogical work, Harvey's Grammar will be used for the class book in grammar.

Instructors are requested to study Raub's Method of Teaching, Raub's School Management, Baldwin's Elementary Psychology and Education, and Thring's Lectures on Teaching.

A knowledge of principles, methods of teaching and school management are the objects for which these institutes are held. The vital principles of the teacher's art should be unfolded to the students and all methods which embody these principles should be systematically presented and illustrated.

Important subjects neglected in the ordinary school and difficulties in the subjects there taught may be incidentally explained. The work is not so much the presentation of the academic course as it is the how to teach that course intelligently, logically and satisfactorily.

Instructors will see to it that their instruction is specially adapted to the circumstances and needs of the country teachers. Your work is to show how the improved methods of the graded school may be used to advantage in country schools. Do not present the method as it is used in the best schools, asking your students to modify it to suit their needs. Put your invention, experience and skill to work and present the improved modified form. This is one of the reasons why you were selected to instruct. Make your instruction systematic and simple. Outline a plan for every lesson and have the teachers copy it in their note books.

These meetings are not places for debate or controversial argument, and valuable time must not be wasted along these lines. The programme is for a meeting of two weeks. Where four or six weeks are consumed the instructors will divide each daily subject in proportion and teach it the more exhaustively.

The following blank was given to the teachers attending upon the meetings in 1891 :

INSTITUTE BLANKS.

Please have each attendant fill this blank and return it to the State Superintendent.

Full name Postoffice.....

Age..... Nativity.....

Years of residence in Arkansas.....

Where did you attend school ?

1. Public or private schools :

Name of school..... Length of time.....

A

B.....

C.....

D.....

2. Academies or High School :

Name..... Time.....

A

B.....

C.....

3. Normal Schools :

Name..... Time.....

A.....

B.....

4. Colleges :

Name..... Time.....

At which of these did you complete the course ?

.....

.....

How many months have you taught ?.....

What professional books have you read ?

.....

What School Journal do you read ?

.....

.....

.....

Do you intend to make teaching a life work ?.....

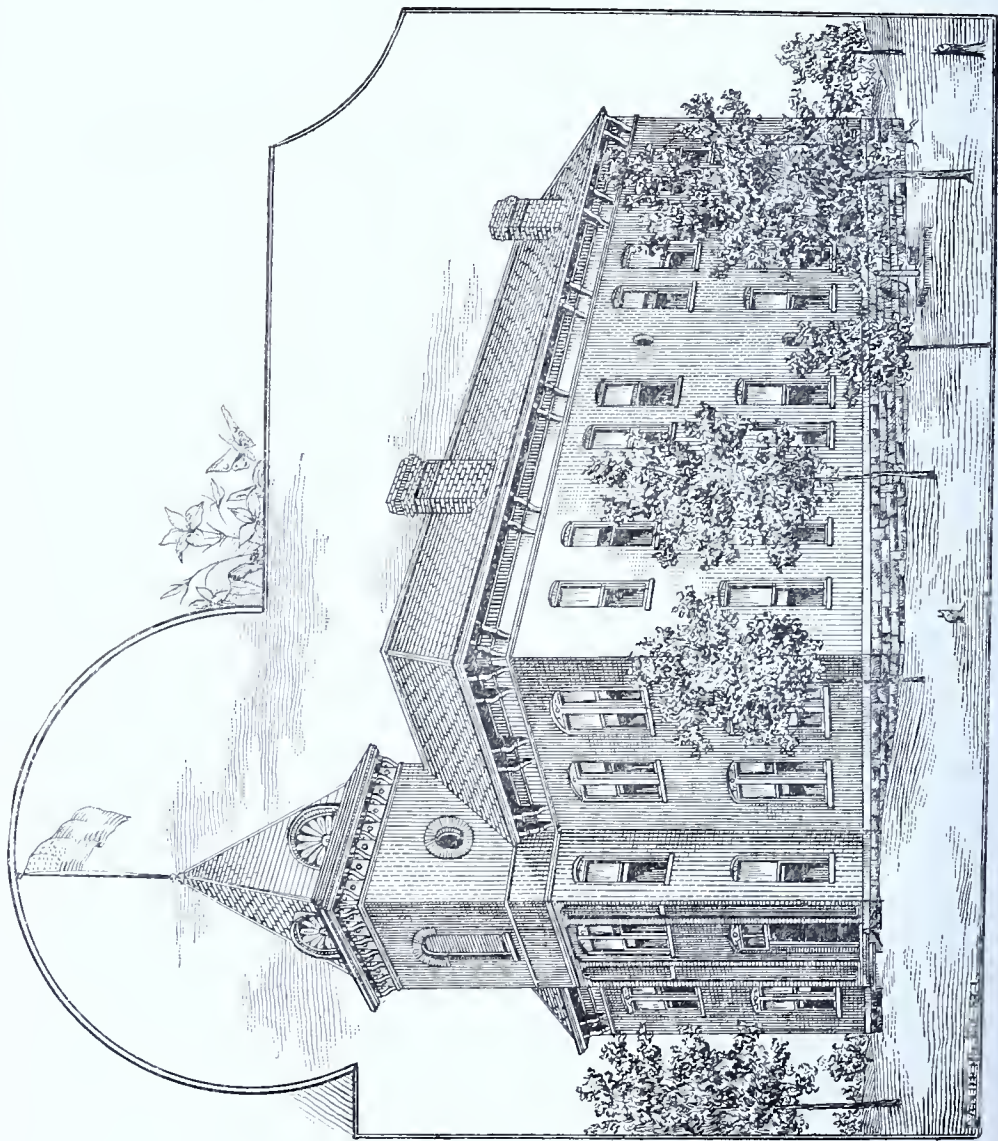
Could you attend a free Normal School in your Congressional District for three or four months

between October and June ?

.....

From 1000 answers I obtained the following facts :

The average age, 1000 answering, was twenty. Over seven-eighths were natives. The great majority never attended any school save the home school. Over one-half never completed the common school course. Over three-fourths never com-



CENTRAL PUBLIC HIGH SCHOOL, HOT SPRINGS, ARK.

pleted an academical or high school course. Nineteen-twentieths of them never attended a normal school, and only a few attended college. The great majority had taught but a few months; had read few educational works and took no educational journal. Seven-eighths of them answered that they intended to make teaching a business and promised to attend the normal schools. These people were of great natural intelligence. I am proud to say that over 500 of them redeemed their promises and attended the five months' sessions of the State normal schools established in 1892. A great number of these are persevering manfully and are now entered upon the three years' course at the normal schools. If these young men and women shall be carefully trained by the great heart of Arkansas they will return the cost in multiplied vigor in themselves and in a higher class of country schools. From a speech of Bishop Galloway, delivered at a conference in Tennessee, we extract the following :

"And there is also a very intimate relation between education and the industrial development of our country. Pauperism and illiteracy go hand in hand. Education and wealth keep step together and march to certain conquests. Why, it has been demonstrated almost to a decimal that a common school education multiplies the productive capacity of a laborer 50 per cent ; a high school education 100 per cent ; and a college or university training from 200 to 300 per cent. So then, as an investment by the government, in advancement of her material prosperity, it is a wise thing to establish them and maintain them at public expense. Better than digging canals and building dykes—better than large revenues from high tariffs—is an educational outlay that will multiply the wealth producing power of each citizen 300 per cent.

"And when we consider this subject in its relation to public morals, the wisdom of such an investment is even more abundantly vindicated. Edmund Burke, the great English statesman, never uttered a more eloquent truism than when on the floor of the House of Parliament, he said, 'Education is the cheapest defense of nations.' It is vastly cheaper to build in-

stitutions of learning and literally sustain them, than to maintain courts of justice, pay criminal judges and police officers and spend thousands annually on jails and penitentiaries.

“Then, if this be true, the attitude of the church toward the public schools of the State should be perfectly friendly. I have had occasionally to regret hearing some representative of our church institutions make an attack upon the public school system. I have no sympathy with such utterances or such a policy. I believe in public education by the State. It is an imperative necessity, as our society is yet organized and our popular government constituted. We cannot afford to have the peace of society and the life of the nation menaced by illiterate masses, who after awhile, will undermine the deep laid foundations of our great republic. Rather should we perfect this system, increase taxation therefor if necessary, and provide the means of education to every child of the nation. But I will venture to say this, if the State taxes me a dollar to educate the child of my poor neighbor because it is dangerous for his boy to grow up in ignorance, she ought to make him take advantage of it, or else give me back my dollar. In other words, the logic of public education is compulsory education. Mark you, I am not now discussing the feasibility of such a plan—only its cold, irresistible logic, though it may be necessary for all the States to adopt the system and vigorously enforce it.

“Nor will I insist on this argument, if we admit the theory of public education at all, that we have a right to say to the State, thus far thou shalt go and no farther—that she shall confine her field of instruction within certain fixed limits. I know it is very popular for church educators to say that the State should limit her schools to ‘three R’s;’ and that logically she cannot go farther than to prepare her citizens to cast an intelligent ballot. In my humble judgment the position is not defensible—and if so would hardly be worth defense. Let the State, if she desires, establish her higher institutions for the training of her citizens to occupy any and every place of public trust, and to them the church will preserve a friendly

attitude. The church will not antagonize them, but she has a right to say, and will say with tremendous emphasis, you must have Christian teachers in these institutions, or we will not patronize them. We do not deny the State's right to establish colleges, but we insist that it is the imperative duty of every Christian to withhold patronage if they are officered by non-Christian teachers. * * *

"In this connection, while considering the general attitude of the church toward State education, I have some distinct convictions on the much discussed subject of reading the Bible in public schools. Having gone somewhat carefully over the whole line of discussion, I do not believe there is much in it. The vital question lies back of it—it is the Bible in the teacher rather than read by the teacher. I would prefer not having a few scripture verses read in the morning, than to have them irreverently read by some silly, giggling teacher that would bring contempt upon the sham service. If you have a Christian teacher in a school, you have a Christian school whether you have a few Bible passages read in the morning or not. President Garfield said that Mark Hopkins and a log and one boy on the end of it, was a university, because Mark Hopkins was the university."

LETTERS FROM INSTRUCTORS.

FROM W. T. HAMMOCK.

DEAR SIR: Yours of recent date to hand. Glad to receive your friendly inquiry. Our normal is not what I had expected in numbers, but the work is all that could be expected. We have thirty enrolled with several more expected this morning. We have been in progress two weeks, have had a fair attendance and considerable interest manifested by those in attendance. We have taken a thorough review in all the branches of the course from the first of each. We are to applications of percentage in arithmetic, are well advanced in syntax of Harvey's grammar, to eleventh administration in United States History ("Eclectic School"); have finished up the western continent

in our study of geography—Eclectic Complete. We take a daily drill on the “art and science” of reading, on the principles of penmanship, on mental arithmetic and orthography. The whole class seem much interested in our discussions and textual study of White’s Elements of Pedagogy and our charts on school management. We have also taken on physiology, and have daily discussions on principles of natural philosophy and interesting talks on physical geography. We devote six hours in the day to this work. We set apart one and one-half hours last Friday evening for a general discussion as to which was the most prosperous presidential administration prior to the war. Five minutes was given to each, and the work was impromptu. We had some lively tilts, and they were very interesting. Each one took a part, all the time was consumed and more time asked for. I tried it simply as an experiment. It worked well, and I think I shall try the same plan next Friday evening. We have a query box, which is opened twice per day, and it affords some lively discussions. I devise these things simply to give snap to the work, as well as to give them a practical illustration of how to create and maintain interest in the school-room. My attendance so far are all teachers of Cleburne County. I have two weeks more, and still others are expected. We hope to have you with us on the close. Can you come? Our county is off the road and rural in manners, but our people will be very glad to see you. Let me know at once.

FROM J. A. KIMBROUGH.

I herein submit report of the State normal held at Benton, Saline County, commencing May 30 and ending June 24, 1892:

Number of male teachers enrolled	39
Number of female teachers enrolled	22
Total teachers enrolled	61
Number days taught	20
Number of instructors	3
Average daily attendance, males	25½
Average daily attendance, females	15½
Average daily attendance, both sexes	40½
Age of youngest teacher	16
Age of oldest teacher	54
Average age	23

FROM J. J. DOYNE.

Owing to circumstances that, in my opinion, rendered it expedient, I closed the institute at Waldron, June 22, instead of June 24, as you had indicated. I will explain fully when I see you. I am glad to be able to report that the institute at Waldron was an unqualified success. There were enrolled 103 teachers, with an average daily attendance of seventy-two. A more agreeable set of teachers I never met, and the prevailing sentiment seemed to be to get all they could out of the work.

FROM J. C. LITTLEPAGE.

DEAR SIR—I have the honor to report herewith that in compliance with your request I have held the two weeks' normal institute, appointed by you at this place for this judicial district, opening Monday, June 6th, and closing Friday, June 17th. Enrollment, forty-one; males, seventeen; females, twenty-four. Attendance principally confined to Independence County. It is seldom that teachers from adjoining counties can be induced to cross the line for a short term on account of inconveniences and expenses which the average teacher from the country has no means to meet. Excuses from twenty or more show them to be also *farmers*, dependent upon a *crop*, and too much in the grass on account of the unprecedented wet and backward spring to spare even a day from the plow or a horse from the farm, as they claim this is the first open weather so far for many weeks. The county examiner, a newspaper man, was with us for a few minutes on opening day, and on the last two days superintending examination work, only one candidate, however, appearing, due to the pernicious practice of private examinations in this county. The institute was opened, conducted and closed, as our best schools in regular session, putting in about seven hours a day. The lengthy programme was followed as closely and faithfully as the limited time, without aid, would permit, dwelling chiefly on principles, methods of teaching and school government, unfolding, as desired by you, the vital principles of the teacher's art, and systematically presenting and illustrating

the methods which embody these principles, adapting the improved methods of the graded school especially to the circumstances and needs of the country teacher, who is sadly deficient in professional training. Grading, classification and class work on special branches of study, constituted, also, no small feature of the daily programme. Much interest was manifested throughout the term, and sincere regret expressed that the time could not be extended. Teachers cheerfully and eagerly transferred all outlines and suggestive work to tablets for future reference, promising to give them serious, sober reflection and study during the summer months; to apply the methods presented, and to make them a part of their future professional qualifications. At the close of our work, resolutions of grateful acknowledgment were offered and adopted, specially recognizing our able State Superintendent, and his untiring zeal and vigilance in the interest of the profession, and in the cause of education throughout the State.

FROM I. C. GIBSON.

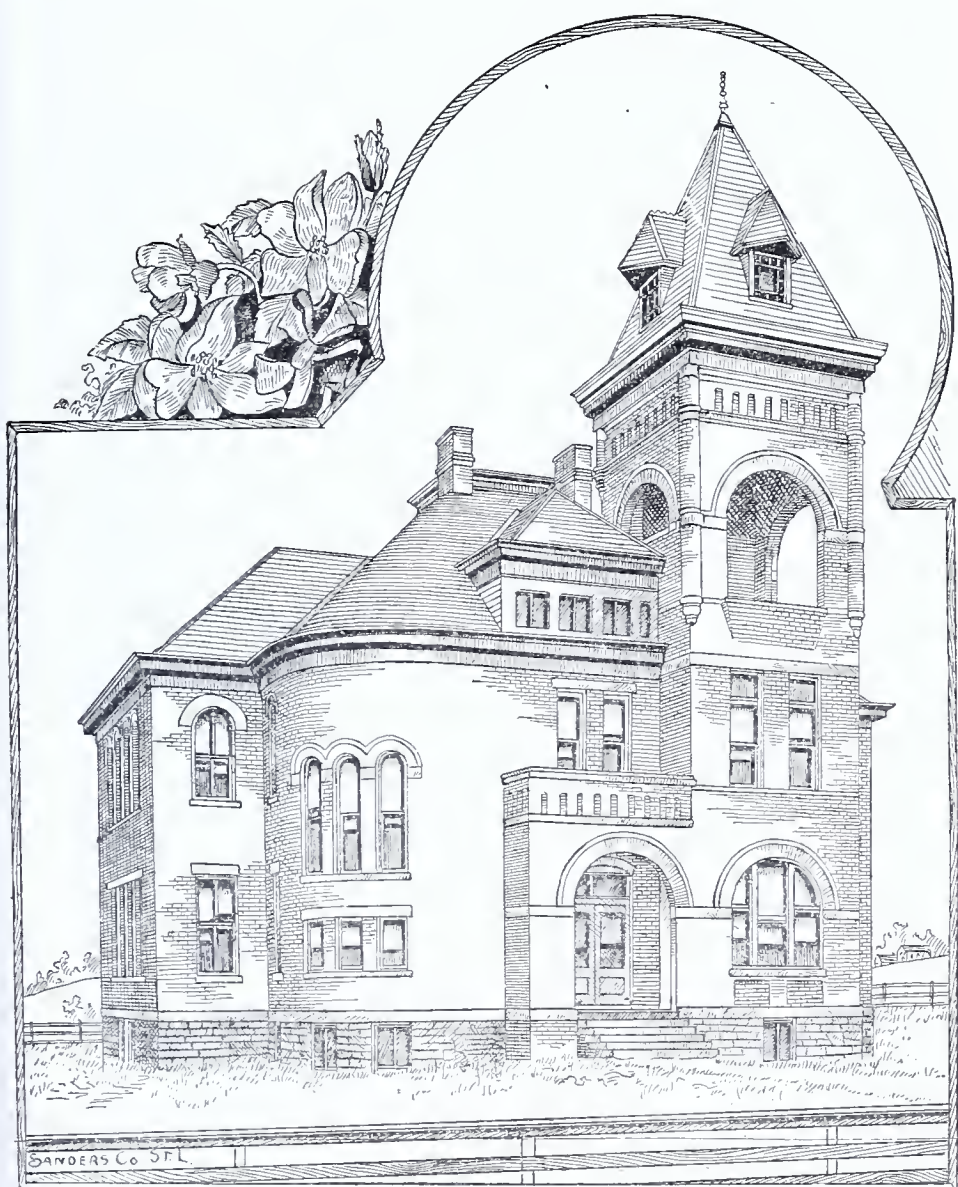
DEAR SIR—I held the institute at DeWitt according to appointment. Was very much disappointed by your not coming. We had quite an interesting session and an attendance of forty whites and fifteen colored. I procured one assistant in the work (my assistant at St. Charles), and we labored very hard all the week, and I feel assured that our teachers were greatly benefited.

FROM LEWIS JOHNSON (COLORED).

DEAR SIR—I have the honor to submit my report of the district normal institute held at Warren, August 22-27.

The Institute was opened at 9 a. m. on Monday, and after organization and arrangement of a programme every teacher took hold of the work at once.

County Examiner Carson had used every effort to secure the attendance of his teachers. He visited us twice during the week and offered his assistance in every possible way to make the institute a success.



DU VALL PUBLIC SCHOOL, FORT SMITH, ARK.

A literary programme was arranged for each evening during the week, consisting of declamations, essays, debates and discussions in general on educational topics. As this was the first normal institute ever held at Warren it created no small interest among the teachers, visitors and citizens.

A great deal of time was spent on the primary branches, as the greater number of the teachers had primary schools.

Of the teachers present the following counties were represented: Drew, Chicot, Cleveland and Bradley.

Among the teachers present several were graduates. Their presence was beneficial.

While I feel sure that these institutes are doing much good for the teachers, yet the time—one week—is entirely too short; one month is better. The State should by all means appropriate money to extend this work. The sessions should be at least two, or if possible extended to four weeks, in every district throughout the State.

Among the teachers present I found nearly all had more or less training in college, and a great many graduates from some of the leading institutes of the East and South, which added much to the success and interest of the institute. I should not fail to mention the valuable service rendered by Prof. T. G. Childress, of the Branch Normal College, Pine Bluff; Prof. T. M. Ogglesby and Rev. C. S. Mebane, of Monticello. For service in institute work these gentlemen will give satisfaction.

FROM A. E. LEE.

DEAR SIR—The three weeks' district normal school at Russellville closed on the 17th instant. The enrollment of teachers amounted to eighty-five. The average attendance was fifty-eight. The interest continued good to the close. Altogether the school accomplished much good. There is a much better teaching spirit in the county, and the good resolutions made at our last meeting indicate better teaching and a greater preparation for efficient work.

FROM W. T. HAMMOCK.

Daily Record of State Normal School, Cleburne, White and Van Buren Counties. One Month. Term of School Year, 1892.

o. Z.	PUPILS' NAMES.	Age.	EXPERIENCE.
1	Arthur Andrews	17	Three months.
2	James R. Baker	29	None.
3	Lucius T. Biokers	21	Some.
4	Tom Hazelwood	20	None.
5	Edgar Underwood	17	None.
6	James Brice	18	None.
7	Sue Morton	20	None.
8	George Davis	18	None.
9	Belle Gray	18	None.
10	Anna Lay	18	None.
11	Eliza Kerr	16	None.
12	Carrie Walker	23	Twelve and one-half months.
13	Anna Spinks	18	Three months.
14	Minnie Hazelwood	16	None.
15	Vina Webb	20	Twelve months.
16	Mattie Jeter	18	Four months.
17	Cynthia Kerr	20	Twelve months.
18	Lenos Wilson	18	Three months.
19	Lizzie Robbins	26	Eight terms.
20	F. C. Miller	27	None.
21	Henry Holmes	21	None.
22	George W. Davis	23	One term.
23	Theodore Crance	27	Three terms.
24	D. A. Burns	21	None.
25	Minnie Jeter	24	Six years.
26	Bessie Lay	21	Two terms.
27	Anna Lay	19	None.
28	Minerva Rule	18	Some—assistant.
29	Wilmer Moore	17	None.
30	J. A. Wideman	27	Four terms.
31	John W. Hammock	19	None.
32	George W. Johnson	26	Three terms.
33	John P. Brown	25	Six terms.
34	Johnnie Stark	23	Four terms.
35	D. W. Swaffar	22	Assistant.
36	E. C. Lightner	48	Twenty five years.
37	J. C. Clark	32	Twelve years.

FROM J. B. MARTEN.

DEAR SIR—The three weeks' normal at Lockesburg, Sevier County, resulted in a thorough success.

Summary—Enrolled males	37
Enrolled females	53
Total	90

Several who remained only a day or two not included in above. Neither are the teachers.

Attendance—Daily average, males	30
Daily average, females	42
Total	72
Average age, males	22
Average age, females	20
Total average age	21

All who attended normal passed very creditable examination. Some others made a complete butchery. Teachers of Sevier, in the main, are progressive. Howard enrolled only four—two young teachers, two “may be.” Little River enrolled three— young teachers and good material.



BELLE POINT PUBLIC SCHOOL, FORT SMITH, ARK.

CHAPTER XVI.

FACTS ABOUT UNIFORM EXAMINATIONS.

Soon after my induction into office, I issued the following circular :

“DEPARTMENT OF EDUCATION,

“LITTLE ROCK, November 14, 1890.

“*To the Honorable County Examiner.....County, Ark.:*

“DEAR SIR—The statutes of Arkansas make it obligatory upon this office to furnish suitable questions to the various county examiners for the examination of teachers. The same authority requires the county examiners to hold quarterly examinations in each county of the State for the purpose of ascertaining the qualifications of such teachers as may desire to teach in the public schools of the county.

“Now, it is obvious, that if different times be selected by the county examiners for holding these examinations, that dishonest and non-meritorious applicants may attend upon the examinations in a county adjoining the county of their residence, obtain the questions, and afterward pass a successful examination at home. It may be that this practice does not prevail to an alarming degree, but it is nevertheless our duty as officers of the State to endeavor by all legitimate means to protect honest teachers, and the children of each district in the State. To do this four different sets of questions should be prepared by the Superintendent annually, and the county examiners should by common consent meet at the same time. It appears to me that there should be no objection upon the part of any examiner to the holding of these quarterly examinations at a uniform time to be agreed upon by a majority of the examiners of the State. To discuss this question and others of an important nature, I invite you to be present at Little Rock on December 18, 1890, at my office, at 10 o'clock. If

you cannot come, will you, by letter addressed to this department, indicate, (1) whether you will agree to hold your quarterly examinations on such days as may be agreed upon by a majority of the county examiners of the State, and (2) what days in each quarter will suit you best? I shall be pleased to have suggestions from you upon other matters pertaining to your official relation.

“ Hoping that something of practical utility may be reached by this meeting, I remain, very truly yours,

“ JOSIAH H. SHINN,

“ State Superintendent of Public Instruction.”

At the time named sixty-eight of the county examiners of the State were present either by letter or in person. The meeting resulted:

1. In the creation of a county examiners' association with Prof. J. J. Doyne, of Lonoke, as its president. This association meets annually, and should be made by the Legislature a lawful body with prescribed duties.

2. The examiners agreed to hold public quarterly examinations according to law, and to reduce private examinations to a minimum.

The department of education accepted the dates fixed by the examiners, and by printed regulations and questions attempted to make the examinations impartial and uniform throughout the State. The dates fixed were the third Thursday and Friday of March, June, September and December. Eight of these public examinations have been held upon questions issued by the State department, and which will be found printed in this chapter.

It need not be said that the attempted enforcement of the law aroused considerable opposition at the beginning, and resulted in depriving many who had heretofore held licenses of any certificate whatever. This was expected and was right. Too many incompetent men and women are teaching school in defiance of the letter and spirit of the law, which in all of its parts demands thorough qualification.

Two years' experience with the administration of the statute has forced its imperfections upon me.

1. Section 6149 should read as follows: He shall furnish suitable graded questions for the examination of teachers to the county examiner, who shall use the same at all public examinations; he shall hold a teachers' institute in each judicial district of the State, to be called a district normal institute; he shall arrange the programme of exercises of such institutes and preside thereat. *Provided*, If he should not be present, the teachers who may have assembled may organize and hold the institute.

Section 6183 should read as follows:

SECTION 6183. It shall be the duty of the State Superintendent of Public Instruction, on or before the first Monday in October, after each general election, to recommend to the various Circuit Judges of the State, three men of high scholastic attainments and excellent moral character, from each county. From the list so certified as aforesaid, it shall be the duty of each Circuit Judge, on or before the third Monday of October, in said year, to select and appoint a county examiner for each county in his circuit, and to certify the same under his signature to each County Clerk in his circuit, and it shall be the duty of the County Clerk to issue a commission forthwith to the person so appointed, and to certify his name and postoffice address to the Superintendent of Public Instruction.

Section 6186 should read as follows:

SECTION 8186. It shall be the duty of such examiner to examine and license the teachers of common schools; to visit each three months' school in the county at least once during its session, and to counsel, advise and instruct the teacher in everything that pertains to his work; to give such professional aid as may be needed; to encourage the pupils; to instruct the patrons in model forms of architecture, ventilation and seating; to show the value and use of apparatus; to collect all statistics demanded by law, except the enumeration of children; to see that the school laws and official regulations of the educational department are enforced; to countersign all lawful war-

rants drawn by the directors, and to do all other duties heretofore required by law of the county examiners; to hold on the third Thursday and Friday of March, June, September and December of each year, at some suitable point in the county, public examinations of teachers, in accordance with the regulations of the State Superintendent; to give twenty days' notice of said examination to the public, by printed or written notices; to conduct all examinations by the written questions furnished by the State Superintendent, and to grant no certificate to any person who has not conformed to this provision of the law. The compensation for his services shall be paid out of the State school fund as follows: In all counties where the average enrollment for the preceding year was 2000 or less, \$400 per annum; 4000 or less, \$600; 6000 or less, \$800; and all over 6000, \$1200. The State Superintendent, in his apportionment of the school funds in August, shall set apart to each county an examiner's salary according to this section, from the funds to be apportioned to public schools, and shall certify the same to the Auditor of State, as other school funds are certified by law. Said examiner's salary shall be paid over to the County Treasurer, and by him paid to the examiner in nine equal monthly installments, beginning July 1, of each year.

Section 6187 should be amended, as follows:

SECTION 6187. He shall at the time and places appointed for holding public examinations examine in orthography, reading, penmanship, mental and written arithmetic, English grammar, geography, history of the United States and theory and practice of teaching, all persons present and applying for an examination with the intention of teaching; and if convinced that such persons are of good moral character, and are competent to teach successfully, he shall give such persons certificates ranking in grades to correspond with the relative qualifications of the applicants, according to the provisions of law and the standards adopted by the department of education for uniform examinations; but he shall not license any person to teach who is given to profanity, drunkenness, gambling, licentiousness, or other demoralizing vices, or who does not believe in

the existence of a Supreme Being ; but he shall not grant a private examination nor hold a public examination upon any other days than the ones named by law. He may cite to re-examination any person holding a license and under contract to teach any free school within his county, and on being satisfied, by a re-examination or by other means, that such person does not sustain a good moral character, or that he has not sufficient learning and ability to render him a competent teacher, or who refuses to perform the duties required by law of teachers, he may, for these and other adequate causes, revoke the license of such person ; and, in case of such revocation, he shall immediately give notice thereof to such teacher and the directors, and thereby terminate the contract between the said parties ; but the wages of such teacher shall be paid for the time he shall have actually taught, prior to the day on which he received notice of the revocation of his license.

Section 6195 should be amended as follows : If any county examiner shall be found incompetent, or shall be frequently neglectful of duty, upon satisfactory proof the Superintendent of Public Instruction shall remove him from office and shall immediately appoint his successor.

Section 6222 should be amended as follows :

SECTION 6222. When the warrant of any board of directors, properly drawn and countersigned by the county examiner, is presented to the Treasurer of the proper county, he shall pay the same out of any funds in his hands provided for the purposes named in the warrant and belonging to the district specified in the warrant, provided that in all cases where the Treasurer is in doubt he shall postpone payment and file a statement of the facts with the Superintendent of Public Instruction, who shall render a decision at once. This decision shall control all cases of the same kind until overruled by a competent legal tribunal.

The examination of teachers is the only protection which the State can throw around its schools. The examiner's office is an important one, more important than any other in the system, and should be guarded by all proper checks.

It is a truth everywhere acknowledged, and yet most commonly violated, that no one should pass upon a teacher's competency except an authority having the skill and experience demanded by that duty. And the greater the skill and experience the more surely will follow that superior excellence in teachers from which is to come an elevated school. It is the wildest folly to raise a million dollars by onerous taxation and then throw it away upon a herd of anxious idlers who desire the rewards.

The subjoined statement of Superintendent Draper will illustrate the workings of the system in New York :

“ The following figures show the results of examinations under the uniform system since this system was established, so far as the results can be shown in figures :

	1888.	1889.	1890.	1891.
Whole number of examinations	1,082	1,019	862	1,007
Whole number of candidates examined	21,156	19,651	18,594	19,465
Number passing for first-grade certificates	645	801	756	367
Number passing for second-grade certificates	6,068	5,005	5,493	5,088
Number passing for third-grade certificates	9,469	8,498	7,252	7,562
Number of persons receiving certificates for first time	2,971	3,251	2,166	3,243
Number of failures to gain certificates	5,616	5,909	5,877	7,115

“ The system of uniform examinations has worked a revolution in the licensing of teachers. It seems almost incredible today that less than five years ago thousands of persons were licensed without any test of their educational qualifications, or as the result of loosely conducted public or private examinations, which established no standards and of which no satisfactory records were kept.

“ Private examinations have now been abolished, and there are permanent records of all examinations under the uniform system. These records are kept by the school commissioners, and are at all times subject to review at the department.”

I am not able to present a tabular statement of the results in Arkansas during the two last years. I have no doubt, however, from what I have heard, that the record is quite similar to the one just quoted.

The following regulations, programmes and requirements

have been adopted by this department and issued to the examiners :

REGULATIONS.

1. Public schools are a great public interest, and the law provides for the protection of this great interest by holding public examinations. Every public school teacher has an interest in the dignity of his profession and should attend upon these meetings. The schools are closed and the greatest publicity given to the examination in order that the profession of teaching may be fully protected against the favoritism of private examinations, the power of nepotism, the bias of prejudice, enmity or other unlawful regard.

2. No man or woman who is not thoroughly qualified to teach, or who is not morally qualified, should be granted a certificate under any circumstances.

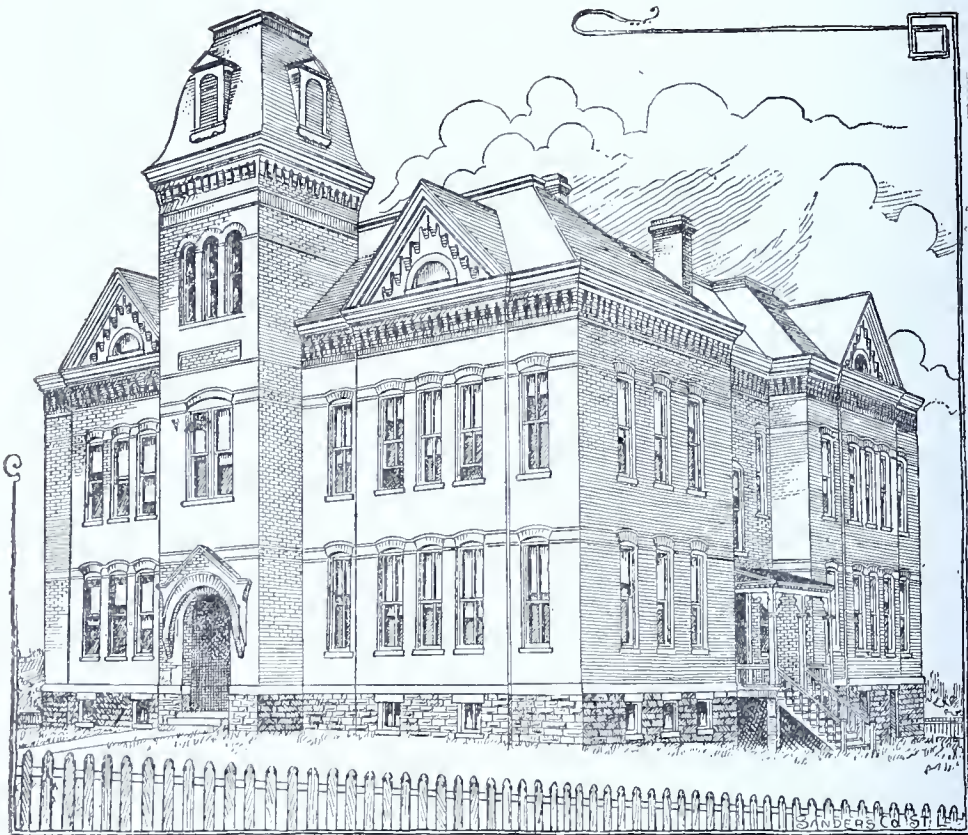
3. Directors have no right to employ a teacher who has no license. The license should be the basis upon which the contract is based.

4. A teacher without a certificate has no right to the public school funds of the State. This regulation applies to assistant teachers with the same force as to regular teachers. Every assistant teacher must have a certificate, and no contract is legal which provides in any way for assistants who have no certificate.

5. Examiners are required to revoke the licenses of all teachers who do not sustain a good moral character or who are incompetent.

6. Teachers are required to attend the public examinations and institutes. Failure to do this without a reasonable excuse is an adequate cause for revocation of licenses. Teachers who wilfully disregard the law can claim nothing under it.

7. Teachers who can not or will not prepare the statistical work required of them should not be licensed. Examiners are urged to examine applicants upon the forms required in the daily registers.



HOWARD PUBLIC SCHOOL, COLORED, FORT SMITH, ARK.

8. These regulations apply to separate school districts as well as to the common school districts.

GENERAL REGULATIONS.

1. The printed questions will be sent to the examiners in sealed envelopes, and these will be first opened in the presence of the class at the time indicated for the examination.

2. Evidence of good moral character should be furnished the examiner before the opening of the examination.

3. All applicants presenting themselves for the first time must be present on Thursday, March 19, 1891, register their names and give such other information as the examiners may require before they take a question paper.

4. The examination in each subject is restricted to the times named in the accompanying programme, so far as the same is practicable.

5. Penmanship and orthography will be judged by the papers submitted.

6. In the solution of all problems every process should be indicated. The simple answer without the process will not be accepted.

7. Candidates will be informed by mail as early as practicable of the results of the examination.

8. Candidates will not be permitted to take to the examination room books or papers of any description.

9. Collusion or communication between candidates during the examination, or wilful misrepresentation in statements furnished, will wholly vitiate their examination.

10. All statements and answers must be written with ink.

11. Each candidate must come prepared with legal cap paper, pens, ink, pencils and memorandum pads.

PROGRAMME FOR MARCH EXAMINATION, 1891.

THURSDAY MORNING, MARCH 19.

9 to 12 A. M.

Registering, Arithmetic,
Orthography.

FRIDAY MORNING.

9 to 12 A. M.

Grammar, General Questions,
Penmanship.

THURSDAY AFTERNOON.

2 to 5 P. M.

History, Reading,
Geography.

FRIDAY AFTERNOON.

Explanation of School Law,
Directions as to Registers,
Reports and other Matters,
by the County Examiner or
State Superintendent.

REQUIREMENTS.

A standing of 85 per cent. in each of the subjects, arithmetic, grammar and orthography, with an average standing of 85 per cent. in the rest of the branches, is required for a first-grade certificate.

For a second-grade certificate, a standing of 75 per cent. is required in each of the three first named subjects, arithmetic, grammar and orthography, with an average of 75 as to the rest.

For a third-grade certificate a standing of 60 in each of the special subjects, arithmetic, grammar and orthography is required, and an average of 60 as to the rest.

Provided that no paper whose standing shows less than 50 per cent. will be considered in the average.

Candidates should aim to acquire not merely certain facts, but the well digested knowledge and analytic power that will fit them to guide, criticise, and instruct their pupils successfully.

When explanations are required, they should be given with the same clearness, system, and thoroughness that a competent teacher would use in instructing a class. All work should be of the best quality. The papers will be criticized as the work of teachers—not as that of mere pupils. In accordance with these suggestions, 10 per cent. of the credits of the paper on grammar will depend upon the general excellence of all pa-

pers submitted, with reference to neatness, order, punctuation, capitalization, etc.

The scope of the examination will correspond to the subject matter of the ordinary text-books. The following special suggestions are given to emphasize certain points, and to indicate the work required :

Candidates should examine each question with great care and fully answer it, but should *write no more than is necessary*. Quantity will not be allowed as a substitute for quality.

In arithmetic the candidate should be familiar with the analysis of problems and deduction of rules, particularly in the elementary operations, common and decimal fractions, percentage and its applications, ratio and proportion, and mensuration, and should give strict attention to arithmetical theory as well as practice. The composition of problems to illustrate rules or principles may be required.

In grammar and analysis, note the proper use of capital letters, abbreviations, and marks of punctuation, the definition of terms, parts of speech and their modifications, inflections, rules of syntax, the analysis of sentences, including principal and subordinate clauses and the modifiers of the different parts composing the same, and constructive work illustrating any of the foregoing.

Respectfully, JOSIAH H. SHINN,
Superintendent Public Instruction.

EXAMINATION FOR COUNTY CERTIFICATES.

Thursday and Friday, June 16th and 17th, 1892.

Examiners will please give but one subject at a time, and take up the papers at the end of the time.

GENERAL QUESTIONS.

Thursday Morning June 16, 9 to 9:30 o'clock.

1. State your age and postoffice address.
2. What experience have you had in the school room?
3. Have you completed the common school course? If not, how far in each branch have you gone?

4. You are required by law to teach successfully :
How would you—
 1. Break up the habit of drawling ?
 2. Cure the sin of lying ?
 3. Mend rude manners ?
 4. Secure the attention of listless pupils ?
 5. Obtain neat and accurate results ?
5. What are the teachers' duties under the law ?
6. What are sectarian books ?
7. How many pupils can you teach successfully day by day ?
8. What report are you required to make to the directors at the close of your term.

ARITHMETIC.

Thursday Morning, 9:30 to 11:30 o'clock.

1. Define (*a*) per cent.; (*b*) improper fraction.
2. (*a*) Write in both the Arabic and the Roman notation each of the following numbers: One thousand; eight hundred; ninety; two. (*b*.) Combine all these numbers into one equivalent number, and express it in both notations.
3. A speculator bought 640 acres of woodland at \$38 per acre. He sold the timber for \$19,600, and the land for \$13 00 per acre. Required his gain or loss.
4. Find the square root of 729; correct to two decimal places.
5. A fire insurance policy on a dwelling for \$2200 cost \$17.60. What was the rate of premium ?
6. Make and solve a problem illustrating an application of stock jobbing.
7. A note given at Syracuse, New York, July 9, 1891, for 60 days was discounted at bank August 4, 1891. Find the term of discount.
8. Reduce 5 q., 1.725 pt. to the decimal of a bushel.
9. $14 \times (?) \times 2.3 \times \frac{5}{7} = 3.91$. Find the missing factor.
10. How many posts will be required to fence a field 26 rods long and 22 rods wide, if the posts are placed 8 feet apart, except where shorter panels are necessary ?

MENTAL ARITHMETIC.

Thursday Morning, 11:30 to 12:30 o'clock.

Analysis in full.

1. A hat and a coat together cost \$15.00. If the coat costs twice as much as the hat, what does each cost?
2. Divide the number 10 into two such parts that the less shall be $\frac{1}{4}$ as large as the greater.
3. $\frac{2}{3}$ of $\frac{3}{4} =$ what?
4. Mary can make a cloak in three days, and Jane can make it in four days. In how many days can both make it working together?
5. If 3-5 of an apple cost 6-7 of a cent, what will 5-6 of an apple cost?

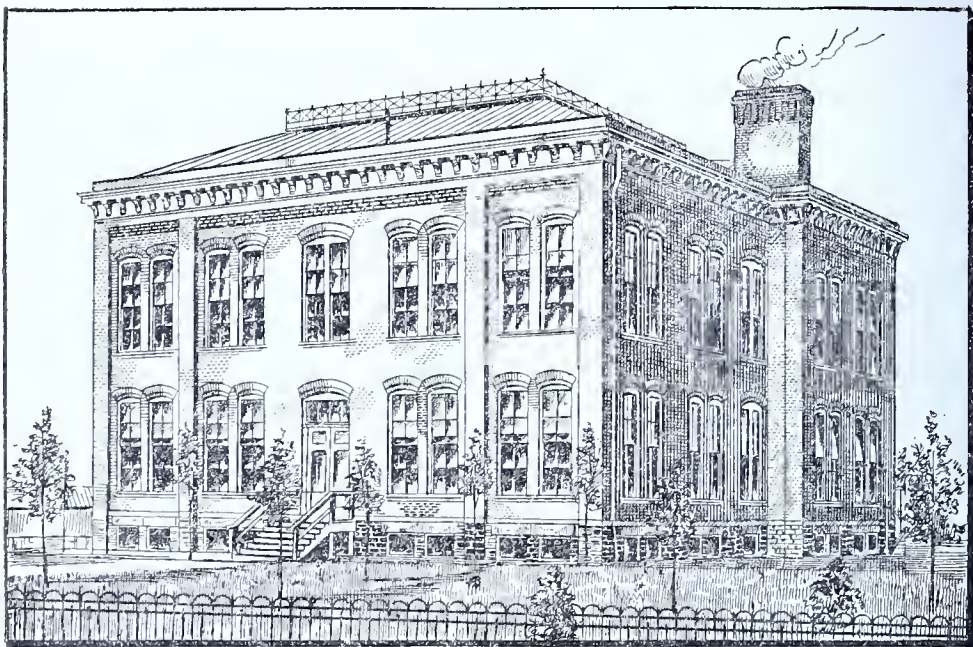
GRAMMAR.

Thursday Afternoon, 2 to 4 o'clock.

It is rather for us to be here dedicated to the great task remaining before us, that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; but this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth.

The first six questions refer to the above selection.

1. Classify the following clauses: (a) *They gave* (line 3); (b) *Dead shall have died* (line 5); (c) *Nation shall have* (lines 5 and 6); (d) *Government shall perish* (lines 6 and 7).
2. Name and classify five modifiers of *task* (line 1).
3. Give the tense of each of the following verbs: (a) *to be dedicated* (line 1); (b) *gave* (line 3); (c) *shall have died* (line 5); (d) *shall have* (line 6).
4. Name the part of speech to which each of the following belongs: (a) *rather* (line 1); (b) *last* (line 3); (c) *full* (line 4); (d) the first *that* (line 4); (e) *these* (line 5).
5. Give syntax of (a) *dead* (line 2); (b) *nation* (line 5).
6. Select and classify all the pronouns.



BELLE GROVE PUBLIC SCHOOL, FORT SMITH, ARK.



PUBLIC SCHOOL, FORT SMITH, ARK.

7. By sentences illustrate the use of the verb *lay* in each of its four principal parts..

8. Illustrate the use of (*a*) *but* as an adverb ; (*b*) *only* as an adjective.

9. Illustrate by sentence or sentences the use of a clause, (*a*) as subject ; (*b*) as object of a transitive verb.

10. Write a sentence containing a participle modified by a pronoun in the possessive case.

ORTHOGRAPHY.

Thursday Afternoon, 4 to 5 o'clock.

Pronounce the twenty-four words to the class.

- | | | |
|------------------|-----------------|--------------------|
| 1. Analytical. | 9. Pseudonym. | 17. Portrait. |
| 2. Chromatic. | 10. Wednesday. | 18. Louisiana. |
| 3. Avoirdupois. | 11. Mortgage. | 19. Sacrifice. |
| 4. Penitentiary. | 12. Polytheism. | 20. Relieve. |
| 5. Picturesque. | 13. Suspicion. | 21. Olympia. |
| 6. Larynx. | 14. Solos. | 22. Inconceivable. |
| 7. Dyspepsia. | 15. Logician. | 23. Great Britain. |
| 8. Cimeter. | 16. Zephyrs. | 24. Metaphor. |

[75 credits.]

1. Define tonics, subtonics, atonics. Give examples of each.

2. Mark diacritically ate, ask, porridge, tiny, pique.

3. Give the meaning of the prefixes mis, con, auto, trans, post.

4. Write words to illustrate the suffix age, ard, ish, kin, ness, and tell how each is affected by the suffix.

5. Give the derivation of telegraphy, benefactor, subtract, biped and elocution.

[25 credits.]

HISTORY.

Friday Morning, 9 to 10:30 o'clock.

1. Name the regions of the United States explored and claimed by the Spaniards, French, English and Dutch.

2. Name two of the original colonies in which there were religious disturbances, and give an account of the trouble in each.

3. Who was the "Great Pacificator?" "Old Hickory?" "Rough and Ready?" "The Rail Splitter?" "The Rock of Chickamauga?"
4. Give an account of the origin, growth and present status of Mormonism in the United States.
5. Name the four political parties existing at the time of Lincoln's first election, and state the principles advocated by each.
6. What was the Dred-Scott decision, its cause and consequence?
7. Name five important questions upon which the political parties of our country have taken issue. Name five party leaders.
8. What is the McKinley bill? What is the Alaska question? What are the chief political issues of the present?
9. Why is it proposed to hold a world's fair in the United States in 1892? In what city will it be held?
10. Name five important events of the past year connected with the history of this State (Arkansas).

GEOGRAPHY.

Friday Morning, 10:30 to 12 o'clock.

1. Distinguish between meridians and parallels as to kind of circle, *i. e.*, great or small.
2. State approximately upon what days of the year the rays of the sun are vertical at the equator.
3. Mention two important volcanic regions.
4. What is meant by the axis of a mountain system?
5. To what race of men do the following belong: (*a*) the Japanese? (*b*) the Hottentots? (*c*) the Swedes?
6. What three ranges of mountains in the United States west of the Rocky Mountains?
7. Name three of the principal rice producing States.
8. Name (*a*) the eastern, (*b*) the western, (*c*) the southern cape of South America.
9. (*a*) Name two seas indenting the west coast of Europe. (*b*) Name three seas south of Europe.

10. Mention the form of government of each of the following: (a) Mexico; (b) Chile; (c) Spain; (d) Belgium; (e) Japan.

READING.

Friday Afternoon, 2 to 3 o'clock.

1. State the common errors in reading.
2. What, then, does good reading demand?
3. What objects should be attained by reading?
4. How would you prepare for a recitation in reading?
5. (Reading a selection in prose, in poetry.)

PENMANSHIP.

Friday Afternoon, 3 to 4 o'clock.

1. What is penmanship.
2. What are requisite in order to become a good penman?
3. State your method of teaching beginners to write.
4. (Copying a poetical selection.)

September, 1891.

ARITHMETIC.

Thursday Morning, September 17, 9 to 11 a. m.

1. Distinguish between the L. C. M. and the G. C. D. of two or more numbers.
2. Divide \$1728 among 17 boys and 15 girls, giving to each boy 7-11 as much as to each girl. Give analysis.
3. Find the cost of plastering the walls and ceiling of a room 18 feet long, 16 feet 6 inches wide, and 12 feet 8 inches high, at 27 cents per square yard, no allowance being made.
4. From 5-9 mile subtract 7-8 inch and express the answer as a decimal of a mile.
5. A rectangular field half as wide as it is long contains $8\frac{1}{4}$ acres, 32 square rods; what is the distance around it?
6. At the rate of 22 miles, 50 rods, 6 yards a day, in what time would a man walk 234 miles, 93 rods? Exact answer is required.
7. A draft on New Orleans, bought at $\frac{3}{4}$ per cent. premium, for \$12,000; was sent to an agent to pay for cotton purchased at

$2\frac{1}{2}$ per cent. commission. What was the value of the cotton?

8. How must goods costing 60 cents a yard be marked to allow a deduction of 20 per cent. and still make a profit of 20 per cent.?

9. For what amount must a 60-day note be written to deduct \$250, if discounted at a bank at 6 per cent.?

10. What is the length of the diagonal path across a patch containing an acre, in the form of a square?

ORTHOGRAPHY.

Thursday Morning, September 17, 11 to 12 a. m.

1. With what object in view do you teach the significance of the diacritical marks?

2. Define vowel, consonant. State the function of each in the make-up of words.

3. Give three useful rules relating to accent.

4. Define diphthong. Write the diphthongs and analyze any two of them.

5. What is an elementary sound? How many are there? Is *i* one? If not, why?

6. Write the substitute of long *e*, and short *i*.

7. Indicate the proper pronunciation of misconstrue, Iowa, Asia, forehead, bomb, debris, robust, adult, immobile, portent.

8. Place these words in short appropriate sentences: ascent, assent, baron, barren, fain, feign, base, bass, pendant, pendent.

9. Spell ten derivatives from the following words: manage, force, mortgage, damage, suffer.

10. Write the following words and give the rules under which they are formed: compelling, insurance, benefited, pitiful, riddance.

HISTORY.

Thursday Afternoon, September 17, 2 to 3:30 p. m.

1. Tell what you know of Lundy's Lane. Harper's Ferry.

2. What was the Monroe Doctrine? What was Squatter Sovereignty, and who favored it?

3. Who was Samuel F. B. Morse? Governor Tryon?

4. Describe the battle of Gettysburg. King's Mountain.
5. Where was Fort Orange? Ticonderoga? Fort Duquesne? Jamestown?
6. What were the provisions of the Stamp Act?
7. What was the Compromise of 1850?
8. Who were the presidential candidates in 1860, and what parties did they represent?
9. What were the causes of the French and Indian war?
10. What were the provisions of the Force Bill?

READING.

Thursday Afternoon, September 17, 3:30 to 4:30 p. m.

1. Define emphasis, inflection, accent, circumflex.
2. Generally speaking, where is the falling inflection demanded?
3. What is the difference between pitch and compass?
4. How would you improve the strength of the voice?
5. Read selections chosen by the examiner.

GEOGRAPHY.

Thursday Afternoon, September 17, 4:30 to 5:30 p. m.

1. Name the physical characteristics of North America.
2. Describe a watershed; describe those that lie in Arkansas?
3. Name the great divisions of the sea.
4. How are lakes formed?
5. Bound Pennsylvania; what mountains cross it; what is its largest western city, and how situated, and what are its principal natural productions?
6. Where does the Danube rise; what direction does it run; what countries does it run through or touch in order from head to mouth?
7. Describe the Gulf of Mexico, what countries and States touch it; what rivers empty into it, and what are its chief sea-ports?
8. Where are: Atlanta, Geneva, Havre, Hamburgh, Helena and Honolulu?

9. What is the Torrid Zone, and how wide is it in English miles?

10. What are the East Indian Islands? Give names of each with position and description.

GRAMMAR.

Friday Morning, September 18, 9 to 11 a. m.

1. Distinguish between a clause and a phrase; state what determines the name of the phrase; name the eight phrases and give an example of each.

2. Classify the phrases and clauses in the following extracts:

“Some say, that ever ’gainst that season comes
Wherein in our Savior’s birth is celebrated,
This bird of warning singeth all night long;
And then no spirit dares stir abroad;
The nights are wholesome; there no planets strike.
No fairy takes, nor witch hath power to charm,
So hallowed and so gracious is the time.”

3. Give the complete analysis of the following:

“The patriot, whom the corrupt tremble to see arise, may well feel a grateful satisfaction in the mighty power which heaven has delegated to him, when he thinks that he has used it for those purposes only which heaven approves.”

4. Show the incorrectness:

- a* He don’t know me.
- b* He won’t give me no satisfaction.
- c* That book is his’n.
- d* He was presented a gold watch.
- e* Many words they darken speech.
- f* If you see my son or my daughter send them home.

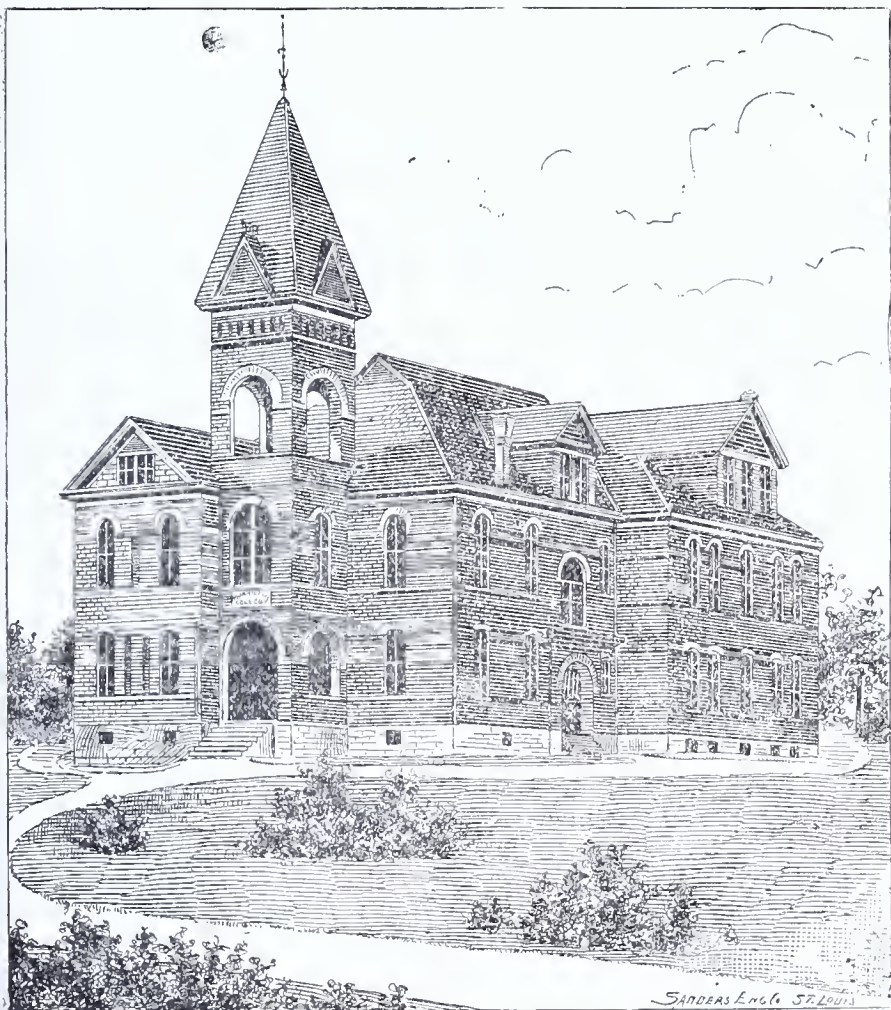
5. In question 3: parse the words, “whom,” “arise”; state the modifiers of the word, “feel”; parse the second “which.”

GENERAL QUESTIONS.

Friday Morning, September 18, 11 to 11:30 a. m.

1. State your age and postoffice address.

2. What experience have you had in the school room?



PUBLIC SCHOOL, MORRILTON, ARK.

3. Have you completed the Common School Course? If not how far in each branch have you gone?
4. You are required by law to teach successfully :
How would you—
 1. Break up the habit of drawling?
 2. Cure the sin of lying?
 3. Mend rude manners?
 4. Secure the attention of listless pupils?
 5. Obtain neat and accurate results?
5. What are the teacher's duties under the law?
6. What are sectarian books?
7. How many pupils can you teach successfully day by day?
8. What report are you required to make to the Directors at the close of your term?

PENMANSHIP.

Friday Morning.

This will be graded from your other papers.

December, 1891.

[These questions are not to be used, under any circumstances, before the date of the examination.]

Thursday, December 17, 1891, 9 to 12 a. m.

ARITHMETIC.

1. Find the least common multiple of 8, 12, 21, 36 and 48, and divide it by the greatest common divisor of 65 and 143.
2. Write an arithmetical analysis: 24 is $\frac{3}{8}$ of some number; what is $\frac{7}{8}$ of the same number?
3. (a) Reduce 85894 gr. to lbs., oz., pwt., gr.
(b) Reduce the same to lbs. only.
4. Bought three loads of hay at \$15 a ton. The first weighed 1.15 tons, the second 1 3-5 tons, and the third 2700 pounds. What did the whole cost?
5. A man left New Orleans and traveled either east or west until his watch was 1 hour and 2 minutes too fast. How far had he traveled and which way?
6. A bought a horse for \$240 and sold it to B at a gain of

20 per cent. B sold it to C at a loss of 25 per cent. What did B receive for the horse?

7. How much will it cost to carpet a room 18 ft. wide and 27 ft. 8 in. long, the carpet being 3 ft. wide, at \$6.00 per yard?

8. Amount \$491.16, rate 9 per cent., time 93 days: find the principal.

9. How many bushels will a bin 12 feet long, 6 feet wide and 4 feet deep contain?

10. Resolve 529,704 into its prime factors.

11 to 12 a. m.

ORTHOGRAPHY.

The figures in brackets indicate the number of credits to be given for each topic.

I. [10] Write a rule for spelling which you regard sufficiently important to be taught in school.

II. [10] Write ten words which illustrate the rule you have written; also a few exceptions to it. Why do you regard the rule an important one?

III. [40] Write correctly the following words:

- | | | |
|---------------|-----------------|--------------------|
| 1. benifted | 10. Callafornea | 18. hippocracy |
| 2. indellabel | 11. Luizeanna | 19. tuf beef staik |
| 3. until | 12. cepirate | 20. Helen |
| 4. olwaze | 13. acquitted | 21. primer |
| 5. likwefy | 14. exhilarate | 22. polish |
| 6. supurceed | 15. nessisery | 23. juce |
| 7. fiery | 16. exonorate | 24. jucier |
| 8. Fondulac | 17. Lacross | 25. discrepancy |
| 9. metallic | | |

IV. [40] The spelling throughout the candidate's manuscript will be considered a part of the examination.

2 to 3:30 p. m.

HISTORY OF THE UNITED STATES.

1. Name the nations of Europe that claimed territory within the present limits of the United States, and tell on what the claims were based.

2. What question was involved in the French and Indian war?
3. What was the Stamp Act?
4. Give an account of the Battle of Bunker Hill.
5. What incidents are recalled by the names: (*a*) Yorktown, (*b*) Saratoga, (*c*) Appomattox, (*d*) Shiloh?
6. Give cost and extent of the Louisiana purchase.

What was the relation of the Kansas-Nebraska bill of 1854 to the Missouri compromise?

8. Name the commanders of the opposing armies at the battle of Gettysburg. What other great Union victory occurred on nearly the same date?

9. Give the names of ten generals of the Civil War, and tell on which side each fought.

10. Name three naval battles described in United States History. When did each occur, between whom, and resulted how?

3:30 to 4:30 p. m.

READING.

1. What does expression embrace?
2. Define pitch, force, rate.
3. Name four styles of composition and tell how each should be read.
4. Name two things that you regard as very important in reading well.
5. What are the most common errors that you find in a reading class? How do you correct them?

4:30 to 5:30 p. m.

GEOGRAPHY.

1. (*a*) Distinguish between latitude and a parallel. (*b*) Give the width of each zone in degrees.
2. Of what value is map drawing?
3. What geographical features make New York the metropolis of the United States?
4. Locate the following and tell what they are: Samoa,

Aspinwall, Ceylon, Rio Janerio, Yosemite, Cape Colony, Rhine, Azores, Berlin.

5. Of what use is a globe in teaching geography?
6. What mountains between Spain and France? Between Italy and Switzerland? Between Europe and Asia?
7. Name the counties of Arkansas bordering on the Mississippi River. Bound this county.
8. State the causes which modify the climate of a country.
9. What important cities could one stop at in going by boat from Fort Smith to Cincinnati?
10. How could you go by water from the United States to Italy without crossing any part of the Atlantic Ocean?

Friday, December 18, 1891, 9 to 11 a. m.

GRAMMAR.

1. What do you mean by subject and predicate, and enlarged subject and predicate? Illustrate.
2. Use *who* and *that* as relative pronouns and tell why they are such.
3. Give illustrations in sentences of adjective, adverbial and noun clauses.
4. What is the distinction between a conjugation and a synopsis?
5. Conjugate "freeze," in indicative, passive, present perfect.
6. Correct these and give full reasons: He raised up. I had began to think so.
7. There (come or comes?) the boys. One of you (is mistaken or are mistaken). Give full reasons for your decision in the above.
8. Give the form of *draw* for the present perfect tense, active voice, indicative mode. For the past tense, passive voice, indicative mode.
9. We all think that spring is the pleasantest time of the year. Parse the nouns and verbs in this.
10. Write a composition of about one-half a page describing your trip to this examination.

11 to 12 a. m.

WRITING.

1. Write the small letters in groups or classes, according to the system of penmanship which you have learned.
2. Write the capital letters in same way.
3. Describe the position you would have pupils take in the the writing class.
4. Write a short business letter.
5. The candidate's handwriting as shown in the written answers to topics 3 and 4 above will be considered a part of this examination.

March, 1892.

[These questions are not to be used, under any circumstances, before the date of the examination.]

COUNTY EXAMINATIONS.

Thursday, March 17, 1892, 9 to 11 a. m.

ARITHMETIC.

[Solve your questions on trial paper; then copy both *work and results*, giving brief *explanations*, naming *results*, and arranging neatly.]

1. Multiply eighty-seven ten thousandths by $0.33\frac{1}{2}$; divide the product by one thousand seven hundred forty hundredths, and express the result as a common fraction.
2. A can do a piece of work in 7 days, B in 9 days, and B and C in $5\frac{1}{3}$ days. How long will it take the three men working together to do it? Give full mental solution.
3. A broker received \$6.150 to invest in cotton, at $10\frac{1}{2}$ cents a pound. His commission for buying the cotton was to be $2\frac{1}{2}$ per cent. What was the amount of his commission, and how much cotton did he buy?
4. A fenced oblong field is one-fourth of a mile long and sixty rods wide. Required the area of a paved walk in it ten feet wide and five yards from the fence on all sides.
5. On the 4th of April, 1870, a man borrowed \$480, agreeing to pay seven and three-tenths per cent. simple interest till

the money was returned. On the 7th of July, 1871, he paid \$300, and all that was due on principal and interest on the 5th of October of the same year. What did he pay on the last date?

6. An English boy bought 70 pounds 4 ounces of coarse powder, at the rate of one shilling eight pence per pound. At the of \$5 per pound sterling, what was the value of his purchase in U. S. money?

7. A merchant asked 23 per cent. more for his goods than they cost him, but at last sold them at a reduction of 10 per cent. from his asking price, thus realizing from the sale \$4684 profit. What was the cost of the goods; what did he ask for them, and how much did he receive for them?

8. Factor 1280, 1008 and 1140. Select the factors that make the G. C. D.; also those that make the L. C. M. Add $\frac{7}{767}, \frac{15}{371}$ and $\frac{5}{28}$.

9. A man left St. Louis with 90th meridian time, and traveled till he found his watch 1 hr. 8 min. and 30 sec. slow, according to the time where he stopped. In what longitude was he?

10. Three-eighths of A's money is equal to four-ninths of B's, and the difference between A's money and B's money is \$5. How much has each? Full solution.

11 to 12 a. m.

GEOGRAPHY.

1. What and where are the tropics, and why are they so situated?

2. What is latitude? Longitude? What is the latitude and longitude of Little Rock?

3. A line drawn north and south through Nashville will pass through what States?

4. Name the capitals of three countries in Europe and of four States in the United States having nearly the same latitude as St. Louis.

5. Draw a map of Ohio, showing by what States and waters bounded. Locate its capital, two of its largest cities, rivers, coal region and iron region.

6. What are the five great powers of Europe? Name the capital city of each.

7. Give the names of the capitals of these States: Maryland, Maine, Georgia, Kentucky, Iowa.

8. Where are the following: Mt. Etna, Mt. Parnassus, Red Sea, Athens, Mt. St. Elias, Euphrates, Java, Genoa, Mt. Ararat, Yucatan?

9. Tell all you know of the position, source, size, direction, and peculiarities of the river Nile.

10. What three important rivers rise in the Alps and flow in very different directions? Through what lands and into what waters do they flow?

Thursday Afternoon, 2 to 4 p. m.

HISTORY.

1. Give the full history of the Ordinance of 1787. Name its most important features.

2. Describe the following battles: King's Mountain, Raisin River, Chancellorville.

3. What form of government had each of the original colonies, charter, proprietary or provincial?

4. Write an account of the Lewis and Clark expeditions; the Alamo; the exile of Roger Williams.

5. How does it come that Delaware has an arc of a circle for its northern boundary?

6. Tell of the boundary troubles between Pennsylvania and Maryland, and of Pennsylvania and Virginia, and how were they settled?

7. Explain the principles of Clay's Tariff Compromise. What was the tariff of 1848? Explain the difference between a tariff for revenue and a tariff with incidental protection. Also between a tariff for protection and one for revenue.

8. What is liberty? Representation? Tyranny? Taxation; borough? A right? A privilege? A grant? A cession? A treaty? A law? An *ex post facto* law?

9. Name the delegated powers of the Constitution. The reserved powers.

10. Give the functions of a State government.

4 to 5 p. m.

SPELLING.

- | | |
|-------------------|----------------|
| 1. Jester | 13. Pyramidal |
| 2. Curriculum | 14. Eucharist |
| 3. Jaundice | 15. Suicidal |
| 4. Gesture | 16. Lengthily |
| 5. Syncope | 17. Salable |
| 6. Synecdoche | 18. Accoutered |
| 7. Elementary | 19. Mirror |
| 8. Brief | 20. Valise |
| 9. Lily | 21. Elegiac |
| 10. Tiny | 22. Hostelry |
| 11. Surreptitious | 23. Piebald |
| 12. Celibacy | 24. Cadaverous |

Friday Morning, 9 to 11 a. m.

GRAMMAR.

1. Write full sentences containing the following forms of the verb "do :"

- (a). The present, active, indicative, 2d, plural.
- (b). The past indicative, active, 1st plural.
- (c). The present-perfect passive, subjunctive, 3d, singular.
- (d). The future-perfect, indicative, active, 1st singular.

2. Give the *part of speech* of each word in *italics* in the following sentences, and tell how each is used grammatically in its sentence :

1. *To write a letter correctly* is no easy task.
2. He did it *for me willingly*.
3. Her *promise, made* cheerfully, *was kept* faithfully.
4. The sheep, *which* the butcher killed, was sold yesterday.

3. Correct all errors in the following, giving reasons for the correction :

1. I seen him yesterday.
2. I have went down town three times. (Retain the word "have.")
3. You was too old to do such things.

4. Every one should have their lives insured.
5. Who did you walk to school with ?
4. Give the principal parts of the following verbs and use *each form* in a separate sentence : Go, write, fly, bring, cry.
5. Write eighty words about some event of the "*War of 1812.*"

Friday Morning, 11 a. m. to 12 m.

READING.

1. Read an oral selection.
2. Read a prose selection.
3. Define :

Caravansary	Bier
Obelisk	Dauphin
Catapult	Desuetude
Chrysalis	Politician
Extraordinary	Clergyman
4. Place the accent mark where it belongs :

Pyramidal	Oleaginous
Demonstration	Reciprocity
Demonstrable	Genealogy
Record the verdict	Illustrate
President	Inventory
5. Mark the sounds :

Condign	Dance	Woman
Arkansas	Programme	Shoe
Dog	Children	Gila

Friday Afternoon, 1 to 2 p. m.

PENMANSHIP.

1. Write all the letters that contain all the capital stem.
2. Write each of the principles that enter into the small letters, together with the letters into which each one goes.

An examination for State licenses will be held at the office of the State Superintendent in Little Rock on the last Thursday, Friday and Saturday of April, 1892. Each applicant must register on Thursday morning. The certificate costs nothing. Besides the common branches the examination includes

Latin, Algebra, Geometry, Physics, Rhetoric, Theory and Practice of Teaching, Natural History and Constitution of the United States, and of Arkansas, Mental Philosophy and History.

June 1891.

Thursday Morning, 9 to 11.

ARITHMETIC.

1. Paid \$56 for a sewing machine: What must I ask for it that I may abate 5 per cent. and sell it at a gain of 25 per cent.?

2. What must be paid for 4 per cent. bonds that the investment may yield 6 per cent.? Give formula.

3. What number added to 4-5 of itself will make 369? Give entire analysis.

4. I desire to stock a farm with sheep, cows and oxen and pay equal sums for each kind: If I pay \$4 a head for sheep, \$30 for cows and \$48 for oxen, what is the smallest amount of money that will be required?

5. If 3-4 of my share of a farm is worth \$510 and I own 2-5 of the farm, what is the value of the farm?

6. If a man uses a pound of fertilizers on a piece of ground two yards square, how much will he use on 3-4 of an acre?

7. Simplify $\frac{1}{2\frac{1}{2}} + \frac{1}{3\frac{1}{2}} + \frac{1}{4\frac{1}{2}}$

8. What sum of money at 6 per cent., annually compounded interest, will amount to \$2703 in 1 year and four montes?

9. Arrange in order of their magnitude and prove $\frac{22}{25}$, $\frac{49}{55}$ and .89.

10. A B and C formed a partnership and cleared \$12,000. A put in \$8000 for 4 months and then added \$2000 for 6 months; B put in \$16,000 for 3 months and then withdrawing half of his capital, continued the remainder 5 months longer; C put in \$13,500 for 7 months. How divide the profit exactly?

ORTHOGRAPHY.

1. Give two rules for spelling that you have found useful.

2. Name four prefixes and four suffixes, and form deriva-

tive words therefrom. Give the meaning of the words you have formed.

3. Write the characters representing the aspirate sounds.
4. Define diagraph, vowel, diphthong, subvocal.
5. Write a sentence of not less than twenty words dictated by the examiner from a reader or newspaper.
6. Contemptible, available, recissory, heinous, resume, measles, politician, fuchsia, ghoul, indelible, hierarchy, lemma, heave, resuscitate, incorrigible, mantle, indite, pleiades, hieroglyphic, pneumatics. [50]

Thursday Afternoon.

HISTORY.

1. Give a brief account of the explorations and discoveries from 1492 to 1607.
2. Tell about the settlement of Virginia.
3. Name the thirteen original colonies and give the origin of their names.
4. Explain
 - a. The Navigation Act.
 - b. The Genet Affair.
 - c. The Adoption of the Constitution.
5. Name the Presidents who have served more than four years.
6. Give date and place of seven principal battles of the Civil War.
7. Mention the dates of the following:
 - Repeal of the Stamp Act.
 - Execution of Andre.
 - Ratification of the Articles of Confederation.
 - Ratification of the Constitution.
 - Death of Washington.
 - War with Mexico.
 - Emancipation Proclamation.
 - Impeachment of Andrew Johnson.
8. Where was the second colony permanently settled?
9. What caused the war of 1812?

10. What were the causes of the Civil War and what were its most prominent results?

READING.

1. Define Emphasis, Inflection, Slur.
2. Give four rules for emphasis and illustrate each.
3. Gives the rules for the rising and falling inflections.
4. A succession of particulars demand what inflection?
5. Define orotund and give examples.

GEOGRAPHY.

1. What is the cause, extent and periodicity of the tides?
2. What is the most valuable part of America?
3. Describe ocean currents and give their effects.
4. Describe the animals and vegetables of the different zones.
5. What produced mountain chains?
6. What is the difference in climate and moisture on each side of the Cordilleras, and why?
7. Bound Brazil. What is its form of government? Describe two rivers in it, and give the name and position of two cities in it.
8. What are the manufactured products of France?
9. Where are—Sheffield, Lucerne, Tripoli, Mecca, Quito and Boise City?
10. Name the rivers in order from north to south emptying into the Mississippi.

Friday Morning 9 to 11.

GRAMMAR.

1. How may a noun, verb, adjective and adverb be modified? Give examples of each. [25]
2. A sentence may perform the office of a noun in six ways—tell what they are and give sentences. [25]
3. Diagram—
Franklin, who afterwards became a distinguished statesman and philosopher, learned his trade, when he was a boy, in the printing office of his brother, who was a printer in Boston.

Place three lines under the principal subject and predicate, two lines under the subordinate subjects and predicates, modifying the principal subject or predicate, and one line under any subject or predicate in a clause modifying a modifier. [10]

4. Why are these expressions correct?

1. It is both he and she.
2. The wages of sin is death.
3. Webster's and Worcester's Dictionaries.
4. Upon my landlord's leaving the room.
5. Whom have you seen?
6. He went home.
6. The two first verses. [10]

5. How are we to determine when to use the adjective and when the adverb? [10]

6. Decline fatherinlaw, spoonful, John and who. [10]

7. Define the tenses. [10]

Friday Morning.

SPECIAL.

1. Write your name in full and address.
2. Give your age at last birthday.
3. How many terms have you taught and where?
4. What was the grade of your last certificate?
5. The law makes it your duty to attend the quarterly examinations. Did you attend the March examination? If not, why not?
6. Do you attend the County Institute, as the law directs?
7. Have you studied the law which requires you to arrange your daily register? If so, do you understand all of its provisions?
8. What does the law require you to do before you begin teaching?
9. Write a contract with a set of directors for a three months' school.
10. What is a warrant? A special district? How are children transferred? What are legal school ages? Who enumerates the children? Who ascertains the average attendance?

How? Who apportions the public school funds? Have you ever read the school law?

PENMANSHIP.

1. How many positions are there for the body in writing? Explain.
2. Name the movements.
3. Make all the stem letters—(small letters).
4. Analyze by elements—*a, d, c, h, x*.
5. Write all of the capital letters.

Thursday and Friday, September 15 and 16, 1892.

[Examiners will please give but one subject at a time, and take up the papers at the end of the time.]

GENERAL QUESTIONS.

Thursday Morning, 9 to 9:30 o'clock.

1. State your age and post-office address.
2. How long have you taught?
3. What is required of you by law as to the school register? What items of information are legally required to be placed upon the register?
4. What are your views as to the kind of punishment that should be inflicted in school?
5. What are your rights as to suspension and expulsion?

ARITHMETIC.

Thursday Morning, 9:30 to 11:30 o'clock.

1. If the divisor is 19, the quotient 37, and the remainder 11, what is the dividend?
2. What will it cost to carpet a parlor 18 feet square, with carpeting three-fourths of a yard wide, at \$1.50 a yard?
3. Find the value of 169 multiplied by .0000728.
4. If I sell cloth at \$1.20 a yard and lose 25 per cent., what was the cost a yard?
5. Add 1-9 of 2-3 to 1-5 of 7-10.
6. What is the square root of .0043046721?

7. If the difference in the local time of two places is 2 hr. 18 m., what is the difference in longitude?
8. At 6 per cent., what is the interest on \$720 for 3 years, 4 mo., 16d.?
9. Divide the sum of five thousand and two thousandths by two hundredths.
10. A boy bought eggs at the rate of 3 for 5 cents, and sold them at the rate of 4 for 7 cents, clearing 9 cents; how many did he buy?

ORTHOGRAPHY.

Thursday Morning, 11:30 to 12:30 o'clock.

1. What is orthography? What is an elementary sound? What is a letter? What is a syllable? What is a word?
2. How many elementary sounds in the English language? How are they divided? What is the difference between the name of a letter and the power or value of a letter?
3. Classify words as to syllables. Define spelling. Give three rules for spelling.
4. Write a chart of the vowels, giving Webster's diacritical notation. Illustrate each by a word.
5. Mark the accent and pronunciation of the following words: Accented, Calm, Area, Alternate, Finance, Compound, Machine, Acclimated, Deficit, Coadjutor, Construe, Recitative, Extol, Prairie, Impious, Where.
- 6—10. Spell fifty words.

Commodity, Received, Declarative, Conscientious, February, Exaggerate, Yours, Emaciated, Utterance, Singing, Ventilation, Tinner, Parallel, Imperative, Analysis, Medicine, Apparatus, Anonymous, Transitive, Equator, College, California, Facetious, Neuter, Frigid, Classical, Tennessee, Annual, Interrogative, Daily, Principle, Discipline, Illiterate, Fragile, Cinders, Colors, Electricity, Apostrophe, Cancellation, Sponge, Committee, Lenient, Physiology, Meridian, Intelligent, Attendance, Believe, Feminine, Shoeing, Preparation.

GRAMMAR.

Thursday Afternoon, 2 to 4 o'clock.

1. Which of the Parts of Speech are inflected? Define the following grammatical terms, illustrating each by example : Gender, sex, conjugation, mood, voice. Give principal parts of *flee, hurt, grind, chide, hang, sit, lie*. Give a complete synopsis of *sit* in the subjunctive mood. Write the possessive case, singular and plural, of *woman, ox, princess, man-servant, post-master-general, he*.

2. Define : Phrase, clause, object, subject, complement. Analysis :]

" 'Tis a very good world that we live in,
To lend or to spend or to give in ;
But to beg, or to borrow, or to get a man's own,
'Tis the very worst world, sir, that ever was known."

3. Have you read any of the following books or plays : Merchant of Venice, Julius Cæsar, Robinson Crusoe, Evangeline, Vicar of Wakefield, Franklin's Autobiography? Name the author of each. Write an essay, not less than a page in length, on one of the following subjects : Franklin's Boyhood ; George in Vicar of Wakefield ; Brutus in Julius Cæsar ; Story of Evangeline.

HISTORY.

Friday Morning, 9 to 11 o'clock.

1. What important animals and products of the soil were given by America to Europe, and by Europe to America, the first two centuries after Columbus?

2. Remark briefly upon the following men in American history, giving their chief acts, with the epoch in which they lived and the part of the country : Duke of York, Winfield Scott, Alexander Hamilton, Aaron Burr, Robert Fulton.

3. Name the Vice President who was elected with each of the following named Presidents : Washington, Taylor, William Henry Harrison, Lincoln (in second term), Garfield.

4. Where are the following named battle fields? State in what war each occurred and the result of each, with comman-

der on one side or the other : Gettysburg, Lake Erie, Bennington, Buena Vista, Yorktown, Brandywine.

5. What was the Ordinance of 1787? Tell of another and even more important event of the same year.

GEOGRAPHY.

Friday Morning, 11 to 1 o'clock.

1. Name two republics, two despotisms, two kingdoms and two empires in Europe, with the capital of each.

2. For what are the following cities noted, and where are they? Belfast, Minneapolis, Florence, Liverpool, Lisbon, Bremen.

3. What are the boundaries of the German Empire, and of Texas or Kentucky? If possible, draw an outline of the frontier of each, and indicate the adjoining States in that way.

4. What regions of the United States and of other parts of the world have the greatest rainfall? The least? In what portions of the United States is there the most copper, lumber, gold, hard or anthracite coal, corn, tobacco, grapes?

5. Name two important cities on each of the following named rivers and lakes, and give the names of the State in which each city is located: Hudson River, Ohio River, Mississippi River, Lake Erie, Lake Michigan.

READING.

Friday Afternoon, 2 to 3 o'clock.

1. What are the advantages and disadvantages of concert reading?

2. What is your chief object in the first reader class, to enable the child to recognize words at sight instantly, or to express their sense properly in a sentence?

3. Give examples of common errors in articulation, and indicate your method of eradicating them.

4. Define inflection, circumflex, emphasis, monotone and pitch.

PENMANSHIP.

Friday Afternoon, 3 to 4 o'clock.

1. Write the small letters, observing particularly their relative heights and slants.
2. Write the capitals with special reference to shading.

Thursday and Friday, December 15 and 16, 1892.

[Examiners will please give but one subject at a time, and take up the papers at the end of the time.]

GENERAL QUESTIONS.

Thursday Morning, December 15, 9 to 9:30 o'clock.

1. State your age and post-office address.
2. What experience have you had in the school room?
3. Have you completed the common school course? If not, how far in each branch have you gone?
4. You are required by law to teach successfully :
How would you—
 1. Break up the habit of inattention?
 2. Teach a beginner to read?
 3. Mend rude manners?
 4. Obtain neat and accurate results?
5. What are the teacher's duties under the law?
6. What are sectarian books?
7. How many pupils can you teach successfully day by day?
8. What report are you required to make to the Directors at the close of your term?

ARITHMETIC.

Thursday Morning, 9:30 to 11:30.

1. A young man inherited a fortune, $\frac{1}{4}$ of which he spent in 3 months, and $\frac{3}{7}$ of the remainder in 10 months, when he had only \$2524 left. How much had he at first?
2. From $\frac{\frac{5}{7}-\frac{1}{3}}{\frac{3}{4}+\frac{8}{9}}$ take $\frac{\frac{2}{7}}{5\frac{1}{2}}$ of $2\frac{1}{3}$



RUSSELLVILLE PUBLIC SCHOOL, RUSSELLVILLE, ARK

3. (a) Divide thirty-five hundred thousandths by seven millionths.

(b) Divide 54.50 by 1000.

(c) Reduce $\frac{3}{1500}$ to a decimal.

4. Reduce 2-5 of a yard to the decimal of a mile.

5. How many cubic yards of earth were removed in digging a cellar 28 ft. 9 in. long, 22 ft. 8 in. wide, and 7 ft. 6 in. deep?

6. A commission merchant received \$2500 with directions to purchase wheat at \$1.10 a bushel after deducting his commission at $2\frac{1}{2}$ per cent. How many bushels of wheat did he purchase?

7. What principal will amount to \$609.20 in 4 mo. 18 d. at 4 per cent?

8. If 12 workmen, in 12 days, working 12 a day, can make 75 yards of cloth, $\frac{3}{4}$ yard wide, how many yards, 1 yard wide, can be made by 10 men, working 9 days, 8 hours each day.

9. A person sold two farms for \$1890 each; for one he received 25 per cent. more than its true value, and for the other 25 per cent less than its true value. Did he gain or lose by the sale, and how much?

10. What is the square root of .00008836?

SPELLING.

Thursday Morning, 11:30 to 12 o'clock.

[To be dictated by examiner.]

- | | | |
|-----------------|----------------|-----------------|
| 1. Sleazy. | 9. Singeing. | 17. Poignancy. |
| 2. Artillery. | 10. Liquefy. | 18. Separate. |
| 3. Sieves. | 11. Anodyne. | 19. Paralleled. |
| 4. Paralytic. | 12. Stirrup. | 20. Criticise. |
| 5. Labyrinth. | 13. Bilious. | 21. Incision. |
| 6. Crystalline. | 14. Symmetry. | 22. Erysipelas. |
| 7. Celery. | 15. Lily. | 23. Righteous. |
| 8. Acerbity. | 16. Obeisance. | |

UNITED STATES HISTORY.

Thursday Afternoon, 1 to 2:30 o'clock.

1. Who discovered (a) the *continent* of America? (b) Florida? (c) Pacific Ocean? (d) The Mississippi River?
2. (a) What is the oldest town in the United States? (b) When and (c) by what people settled?
3. Give the chief motive in the settlement of each of the following colonies: (a) Massachusetts, (b) Maryland, (c) Georgia.
4. (a) At the storming of Quebec by the English what two famous leaders were killed? (b) In what war did this occur?
5. Give *direct* cause of the Revolutionary War.
6. (a) What battle was fought after peace was declared, and (b) why? (c) Name the commanding officer on each side. (d) In what war did this battle occur?
7. (a) During whose administration did the United States acquire Louisiana, and (b) how?
8. What was the "Monroe Doctrine?"
9. (a) In whose favor did the Seven Days' Battles around Richmond result? (b) Give the name of the commanding officer on each side.
10. (a) What were the Alabama claims, and (b) how settled?

READING.

Thursday Afternoon, 2:30 to 3:30 o'clock

Read a selection.

1. Name the three chief *tones* of voice employed in reading.
2. Tell what each is, and when it is used.

GEOGRAPHY.

Thursday Afternoon, 3:30 to 4:30 o'clock.

1. To what is the change of seasons due?
2. Name the great mountain systems of North America.
3. Name the States that touch the Great Lakes.
4. On what waters would you sail from Philadelphia to New York.
5. Name the four (4) largest of the West Indies.

6. Name the countries of South America bordering on the Pacific Ocean.

7. From what country of Europe does the United States import (a) silks and laces? (b) currants? (c) port wine? (d) statuary marble?

8. Why is the Sahara rainless?

9. Locate (a) Berlin, (b) Havana, (c) New Orleans, (d) Madras.

10. Draw an outline map of South America, locating the three largest rivers and the Andes Mountains.

GRAMMAR.

Friday Morning, 9:30 to 11:30 o'clock.

1. (a) Give a sentence with a subject clause. (b) Give one with an object clause. Indicate clauses by underscoring.

2. Define a complex sentence and give an example.

3. When should a verb having two or more singular subjects be (a) in the plural, and (b) when in the singular?

4. Form the plural of the following: Piano, essay, wolf, Mr., crisis, knight-errant, forget-me-not, woman-singer, t, series.

5. Decline fox, child, fairy, it and which.

6. Give corresponding word of opposite gender of hunter, duke, lad, hero and witch.

7. Give synopsis of the verb "have" in the indicative and potential modes, active voice, using the first person.

8. Give principal parts of burst, sit, ring, bid and need.

9. Correct: (a) It was Joseph, him whom Pharoah promoted. (b) My head feels badly. (c) Whom do they say I am? (d) Every one should attend to their own affairs. (e) These kind of people will never be satisfied.

10. Analyze and parse the underscored words:

"The hills are dearest which our childish feet

Have climbed the earliest, and the streams most sweet

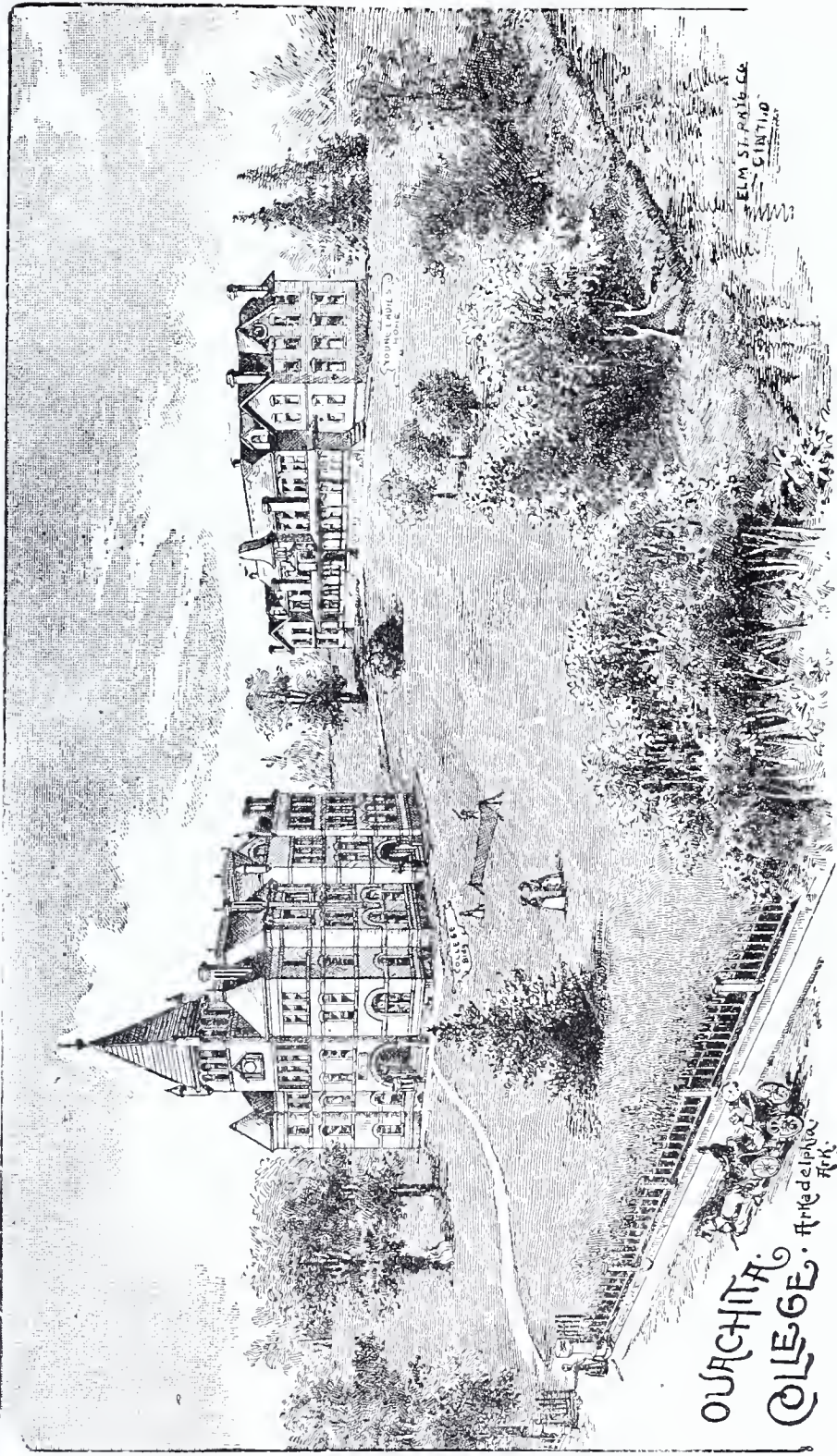
Are ever those at which our young lips drank."

PENMANSHIP.

Friday Morning, 11:30 to 12:30 o'clock.

Let your answers to the following questions be a specimen of your best penmanship :

1. Describe 'front position.'
2. Describe "arm movement."
3. Give five exercises calculated to develop "arm movement."
4. In what order would you teach the small letters to first-year pupils?
5. Is there any advantage in teaching the so-called principle? If so, what?



OWACHITA
COLLEGE.

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ELM ST. PAUL
CINT. D.

CHAPTER XVII.

STATE NORMALS.

The Normal Schools which were authorized by the last Legislature, were set up and maintained from three to five months at the following places: For the whites at Eureka Springs, Yellville, Black Rock, Morrilton, Hope and Fordyce.

For the colored teachers at Brinkley, Prescott and Newport. The attendance is shown in the following table:

Eureka Springs.....	60
Yellville	95
Black Rock	101
Morrilton	67
Fordyce	54
Hope	112
Newport	46
Prescott	54
Brinkley	46
<hr/>	
Total.....	635

The following outline of work was prepared by this department and placed in the hands of the instructors of each school:

SCHEDULE FOR STATE NORMAL SCHOOLS.

FIRST MONTH

White's
Pedagogy.

Psychology.

Harvey's
English
Grammar.

Definitions, Orthography, Etymology, Noun,
Pronoun and Adjective. Definitions, cautions,
exceptions and distinctions to be carefully studied, elaborated and used. Neglect nothing here.

Introduction. School Grounds, Buildings and Apparatus. Gifts, Library, Text Books and Hygiene. *Baldwin's School Management.*

Fundamental Rules and Compound Numbers. Definitions first; principles second; rules third; practice last. The discovery of principles is to be encouraged, but if students cannot discover them, let them catch the inspiration of the author. Define accurately. Terms are of first importance and must be known. Illustrate the principles and the rules. Then use examples until accuracy, rapidity and neatness of work are secured. Follow the models in the book as to grammar, punctuation and arrangement. *Arithmetic, Written.*

Twenty minutes each day upon rapid, logical and accurate solution. *Arithmetic, Mental.*

Indians, Mound-builders and Northmen. Also History of Arkansas to 1819. *History.*

Definitions. Political Geography United States. How to use topics. Display of topics. How to use maps and globes. *Geography.*

How to use First and Second Readers. *Reading.*

Recognize and distinguish accurately the elementary sounds. *Orthography.*

Marches. Arm movements. *Calisthenics.*

Songs for children. *Music.*

SECOND MONTH.

Psychology. Pedagogy.

Etymology, Verb, Adverb, Conjunction, Preposition and Interjection. Language lessons for Third Reader grade. *Grammar.*

School Organization, Chapters I to VI. School Government, Chapters I to VIII, inclusive. *School Management.*

Common Fractions and Decimals. To be developed as in first month. *Arithmetic.*

<i>M. Arith.</i>	Continued as before.
<i>History.</i>	Explorations. Full. Arkansas to 1860. Constitution of Arkansas.
<i>Geography.</i>	Definitions, Physical Geography. Recitation of States by topics. Use of maps and globes continued. Map drawing begun.
<i>Reading.</i>	Third Reader. Articulation. Pronunciation.
<i>Orthography,</i>	Methods of Written and Oral Class Work.

THIRD MONTH.

<i>Pedagogy.</i>	<i>Psychology.</i>
<i>Grammar.</i>	Syntax: Oral Lessons, Sentences, Elements, Contractions and Analysis. Terms and definitions are to be acquired first and thoroughly. The minute grammatic distinctions should be dwelt upon until intelligence begins as a reality. Models should be followed until habits are confirmed which will control the tongue and pen unconsciously. The gain in will power, aside from the gain in language power, should be considered in every estimate of these minute distinctions in grammar.
<i>School Management.</i>	Courses of Study and Programmes, Study and Teaching.
<i>Arithmetic.</i>	Common Fractions and Decimals as presented in Higher Arithmetics.
<i>Mental Arithmetic.</i>	Mental and oral solutions of the second months' work in Written Arithmetic. Written solutions extended and contracted.
<i>Geography.</i>	Mathematical Geography. Map Drawing continued. States studied by the most extended topics.
<i>Reading.</i>	Fourth Reader. Vocal drill upon consonant combinations. Emphasis and Inflection.
<i>Orthography.</i>	Oral and Written Class Work. Word Analysis.
<i>Calisthenics.</i>	
<i>Music.</i>	

Inter-Colonial Wars. Revolutionary War. *History.*
 Declaration of Independence. Constitution.

FOURTH MONTH.

<i>Methods.</i>	<i>Pedagogy.</i>
Syntax: Rules, Words, Figures. Punctuation.	<i>Grammar.</i>
Class management; Examinations, Records and Graduation.	<i>School Management.</i>
Ratio, Proportion: First, by straight line analysis. Second, By cause and effect and other ways. The first is the more important. Percentage and applications. One method for interest.	<i>Arithmetic.</i>
Written and Oral Solutions in percentage and proportion.	<i>Mental.</i>
Development of States. Constitution of the United States and of Arkansas.	<i>History.</i>
Map Drawing. Higher Physical Geography.	<i>Geography.</i>
Fifth Reader. Tones, Force, Pitch, Rate, Articulation: Dictionary.	<i>Reading.</i>
Exercises in Pronunciation and Criticism.	<i>Orthography.</i>
Word Analysis.	

FIFTH MONTH.

<i>Methods.</i>	<i>Pedagogy.</i>
Letters, Composition, Business Forms, School Contracts, Rhetoric.	<i>Grammar.</i>
Professional Education. System and Progress in Education.	<i>School Management.</i>
<i>Graded Schools.</i>	
Mensuration. Roots and Equations.	<i>Arithmetic.</i>
Written and Oral Solutions in all parts of any book.	<i>Mental.</i>
Growth of Education, Religion and Religious Bodies, Political Parties, Wealth, Manufactures, Railroads, Methods of Communication, Inventions, Books, Newspapers, Libraries, etc.	<i>History.</i>

Geography. Map Drawing.
Reading. Model Classes with Student Teachers.
Orthography. Rules.

The books named in the schedule are prescribed and must be used. Where no book is named students may use any they happen to have. In every case books must be studied. Students are required to be prompt, regular, obedient and industrious. No one is invited to attend who is not in earnest as to his education and development. Attendance for the whole time is desired, but if this is not convenient, arrange your affairs so as to attend as long as possible. If you have been teaching and have not measured up to any first class standard, you should feel it to be your duty to begin now to grow a little larger. Here are opportunities for real workers. The State, the Peabody Trustees, and the towns in which these schools are located, have provided them to help young men and young women to do more intelligent and more honest work in the great common schools of the people.

The following are the reports of the principals :

REPORT OF THE FIFTH CONGRESSIONAL DISTRICT NORMAL SCHOOL,
EUREKA SPRINGS, ARK.

The Normal School for the Fifth Congressional District of Arkansas opened in Eureka Springs, March 14, 1892. The new public school building was gratuitously provided by the directors of the Eureka Springs public schools.

State Superintendent J. H. Shinn appointed C. S. Barnett, superintendent of the city schools of Eureka Springs, as principal of the normal.

Miss Maggie Holmes, principal of the primary department of the Eureka Springs public schools, was chosen as one of the assistant teachers.

Miss Elizabeth Craig, of Luna Landing, Ark., was chosen as the other assistant.

The school opened with twenty-one students, and gradually increased in numbers. The average attendance for the term of five months was forty. Six counties had representatives n

attendance. About 60 per cent. of the enrollment had taught in the schools of the State. A number of young people who had had no experience in teaching availed themselves of the advantages offered, and are teaching successfully in the public schools.

A thorough review of arithmetic, spelling, English grammar, geography, United States history and reading was given. pedagogy, school management, vocal music and physical culture, in addition to the common branches, received the earnest attention of every student of the normal.

Matter and method were considered of equal importance. The matter mastered was followed up in the same recitation with the method of presenting.

Pedagogy and school management were made the center around which every other department of the work should revolve. A great effort was made to place the teachers' work upon a proper basis by giving them some knowledge of the development of the mind of the child to be taught.

Reading, as presented by Miss Maggie Holmes, was of inestimable value to the teachers in attendance. Miss Holmes has spent twelve years in teaching little children to read, and every method known to the profession was given her classes.

Miss Elizabeth Craig, a graduate from a six years' course in a noted Virginia school, gave the teachers a scholarly presentation of the subjects, arithmetic, grammar and geography.

The work in pedagogy, school management and orthography, was in charge of the principal. Three years in Ogden College, Bowling Green, Ky., three years in the Old Normal at Lebanon, Ohio, and twelve years in the school room as teacher, gave him the preparation and experience which enabled him to do much good for the young teachers of the normal. Nothing was left undone that would advance the teachers in their profession.

The Normal Lyceum was organized for the purpose of giving the teachers, and those who expected to teach, an introduction to our great wealth of literature. A number of our

leading authors were studied, and some of the living questions of the day were discussed.

The Normal has been a great blessing to this part of the State. We now see teachers in charge of the schools understanding the growth of the mind ; understanding the principles of all the branches they teach ; knowing the improvements that have been made in methods of teaching, reading educational books and journals of the profession ; living in the broad, open sunlight of this progressive age.

Arkansas should be proud of the man who leads in the great educational revolution. Superintendent Shinn has placed on foot the most important educational movement in the history of Arkansas as a State, and our law-makers should see that it grows into a permanent institution for the special preparation of our teachers for "incomparably the greatest work on earth." Very truly,

C. S. BARNETT,

Principal.

YELLVILLE NORMAL SCHOOL.

YELLVILLE, ARK., June 18, 1892.

DEAR PROF. SHINN—The normal school has wound to a close. The results of the five months' work will, I think, fully justify the expenditure of the means employed in maintaining the school. It was to the teachers of the school a matter of gratulation that such a noble body of young ladies and gentlemen passed from our study halls to the field of active service as teachers.

I am quite sure that never before have so many first-grade certificates been granted by our county examiner as have just passed from his hands, and this notwithstanding the higher standard of gradation established by yourself.

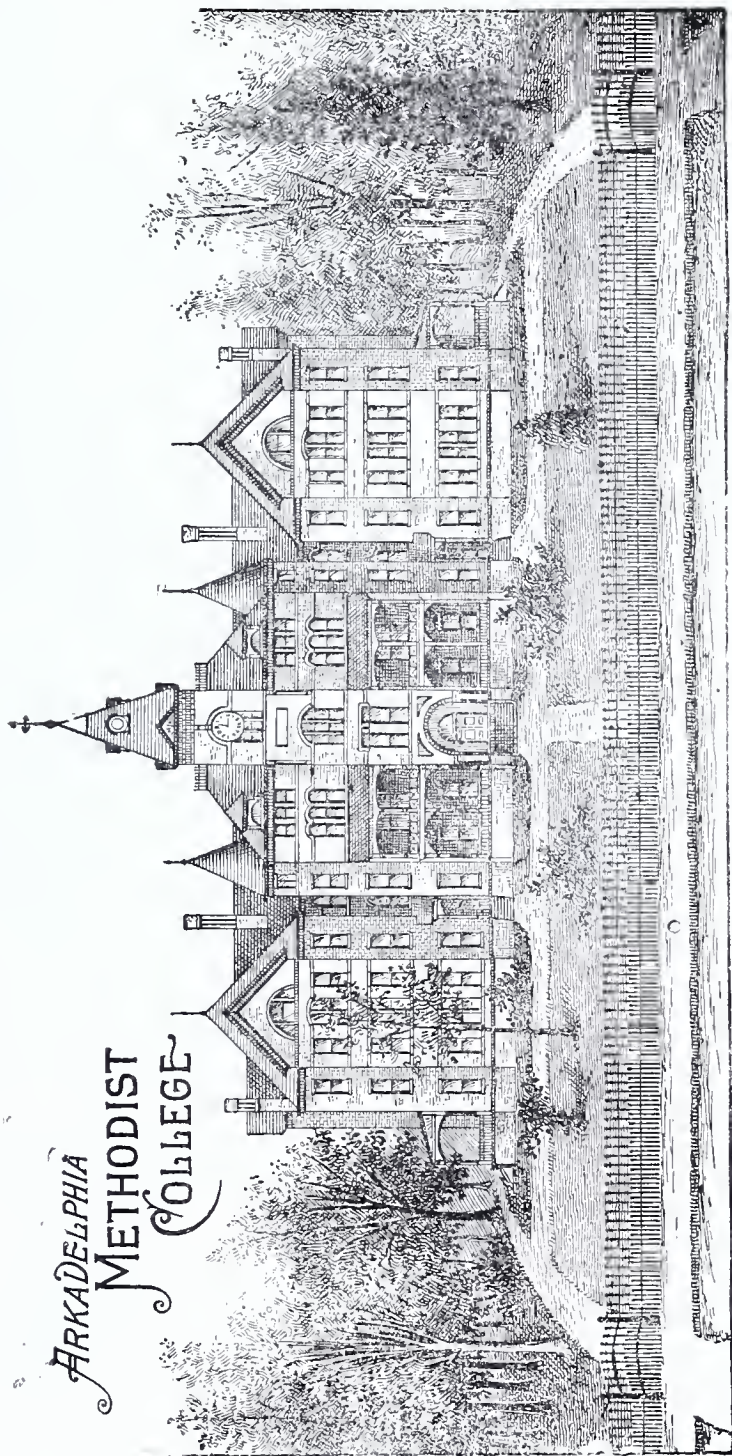
The report I send you embraces the essential facts. If a more specific report is desired, please inform me in your answer to this and I will comply with your wishes :

Whole number of males enrolled..... 69

Whole number of females enrolled..... 26

Total enrollment..... 95

ARKADELPHIA
METHODIST
COLLEGE



Average daily attendance.....	56
Counties represented.....	13
Number days taught.....	100
Number of instructors.....	3

The interest, sustained till the last, was highly gratifying, and the closing exercises showed plainly that good work had been done. One among the many pleasing features of the closing hours was the manifest gratitude of the beneficiaries of the school, and I was very glad to note that this feeling was expressed in a resolution passed by unanimous rising vote of thanks to yourself, a copy of which resolution, I presume, has been, by the committee appointed by the school, transmitted to you. Hoping to see you soon at Mount Nebo, I remain,

Most respectfully, THOMAS W. HARRIS.

HOPE NORMAL SCHOOL—SESSION REPORT.

Days taught.....	100
Teachers employed.....	3
Males enrolled.....	35
Females enrolled.....	77

Total during session.....	112
Average monthly attendance, males.....	12.00
Average monthly attendance, females.....	29.15

Total average for session.....41.15

W. C. GARNETT, *Principal*.

NEWPORT NORMAL SCHOOL.

NEWPORT, ARK., July 16, 1892.

Prof. J. H. Shinn, Little Rock, Ark.:

DEAR SIR—The normal closed on the 15th inst. The work done during the term has been very satisfactory. The students were earnest, prompt, regular and punctual in all their school duties. The report for month commencing June 20, and ending July 15, 1892, is as follows:

Enrollment.....	36
Average daily attendance.....	31.9-20

Several students were compelled to leave before the close to begin teaching the summer schools.

The report for the term commencing April 25 and ending July 15, 1892, is as follows :

Total enrollment46
Average monthly enrollment36.2-3
Average daily attendance.....32

Respectfully,

M. R. BARBOUR.

MORRILTON NORMAL SCHOOL.

MORRILTON, ARK., May 20, 1892.

Hon. J. H. Shinn, Superintendent Public Instruction :

We beg leave to submit the following report of the Morrilton District Normal School for term ending May 20, 1892 :

Number of instructors.....	3
Number days taught during term.....	100
Number males enrolled	32
Number females enrolled	35
Average age of males	24½ years
Average age of females	18½ years
Total number days present.....	4000
Total number days absent.....	276
Per cent. of attendance	94
Average daily attendance for first month.....	26
Average daily attendance for second month	38
Average daily attendance for third month.....	45
Average daily attendance for fourth month	49
Average daily attendance for fifth month.....	40
Average monthly attendance	40
Average length of term attended	4 months

Respectfully,

TOON & MURREY.

BRINKLEY NORMAL SCHOOL (COLORED).

BRINKLEY, ARK., February 1, 1891.

Prof. J. H. Shinn, Little Rock, Ark.:

DEAR SIR—I have just closed the first month's work here. The enrollment for January was 34 ; average daily attendance, 18. Several have withdrawn. I wrote you some time since in reply to your letter asking for the attainment of pupils, that the majority were not able to carry the work called for in the "schedule for State normal schools." Hence the daily at-

tendance is small compared with the enrollment. The work is progressing and a better attendance expected this month.

I expected you last month. The rent of building is due; the notice was given me today.

Respectfully yours,

M. R. BARBOUR.

PRESCOTT NORMAL SCHOOL.

We began the State normal school at Prescott, Ark. (for colored people), April 25th, with 12 pupils, but the school gradually increased, so that by the close of the term (July 15) we had an enrollment of 54; their ages were from 16 to 40 years; the daily attendance from the second to the tenth week was 42; the average for the term was 38. The school being late in commencing, many of the teachers were prevented from attending, as some of them were employed on the farms. Another hindrance was the controversy growing out of the opinion of the people of Hope, Prescott and Arkadelphia as to which place the school should be taught.

Again, by the shortness of crops and the low price obtained for cotton, many were unable to attend the school and pay a high price for board.

The county schools in the summer, for the most part, open on the first Monday in July. At that time the teachers must necessarily leave the normal school and take charge of their own schools. If they do not, the supposition is that they will not get any to teach, as there is a class of teachers who do not attend any school, but take advantage of those who do attend by securing the schools for themselves. This is very discouraging to those who do attend, and the result is they are in constant fear. *It seems to me that this could be prevented by the county examiners requiring each applicant, for examination, to present a certificate from the principals of the Normal Schools showing that the applicant has been in attendance.*

Pupils from the following counties were in attendance: Hempstead, Nevada and Clark. Nevada furnished by far the greatest number. There were twenty teachers in attendance, all

of whom have had from three months to five years of practice in the school work. The pupils were interested in the normal work and gave evidence of their appreciation of the State Superintendent (Prof. J. H. Shinn) for the establishing of training schools for their benefit. The colored people generally are beginning to see the object for which those schools are given. Hence, I am forced to believe that they will be better attended by them in the near future.

I cannot refrain from thanking the Superintendent for the intelligent and energetic efforts which have thus far awakened us to our present appreciation of interests in public education.

Respectfully,

J. W. DOBBINS.

CHAPTER XVIII.

REPORTS OF COUNTY EXAMINERS.

The following official letters are respectfully submitted :

LONOKE COUNTY.

LONOKE, ARK., September 18, 1891.

DEAR SIR—I hand you herewith county examiner's statistical report of Lonoke County for the year ending June 30, 1891.

It has been my endeavor to furnish you as complete a report as possible, and, as will be noted, each district has in an enumeration report, while all except nine have furnished partial annual reports. The financial statements of each district I took directly from the books of the County Treasurer, and think they are in the main correct. The irregularity in the footing may be explained by the fact that some districts slightly overdrew their account.

I would suggest that the blanks used for annual reports might be simplified in some measure, and thus better returns from the school districts secured. As it is, a blank correctly and completely filled out is the exception,

I am glad to be able to report Lonoke County in a healthy condition educationally, and the signs indicate a wish on the part of the directors and patrons to push things.

I submit a comparative table, taken from the examiner's report of 1890, and the report forwarded for this year, which indicates the growth in interest in schools in Lonoke County for the past year.

	1890.	1891.
Enumeration	6,387	6,989
Enrolled in schools	3,150	5,016
School houses in county.....	24	45
Teachers employed	51	113
Amount paid teachers.....	\$16,578 38	\$23,457 09

Districts voting 5 mill tax.....	23	50
Districts reporting enrollment.....	38	54

Respectfully,

J. J. DOYNE,

County Examiner, Lonoke County.

GARLAND COUNTY.

HOT SPRINGS, ARK., September 19, 1891.

DEAR SIR—Enclosed herewith I transmit you my annual report as examiner for Garland County. I have made it as complete as the defective reports of the directors will permit. The enumeration is correct, with the exception of District No. 23, which failed to make any report; but my financial report is so defective as to be of little service for statistical purposes; this was caused mainly from the fact that our County Courts have failed to furnish the necessary information to the districts, and as this has been the case for a long time, the directors were negligent in ascertaining this necessary information.

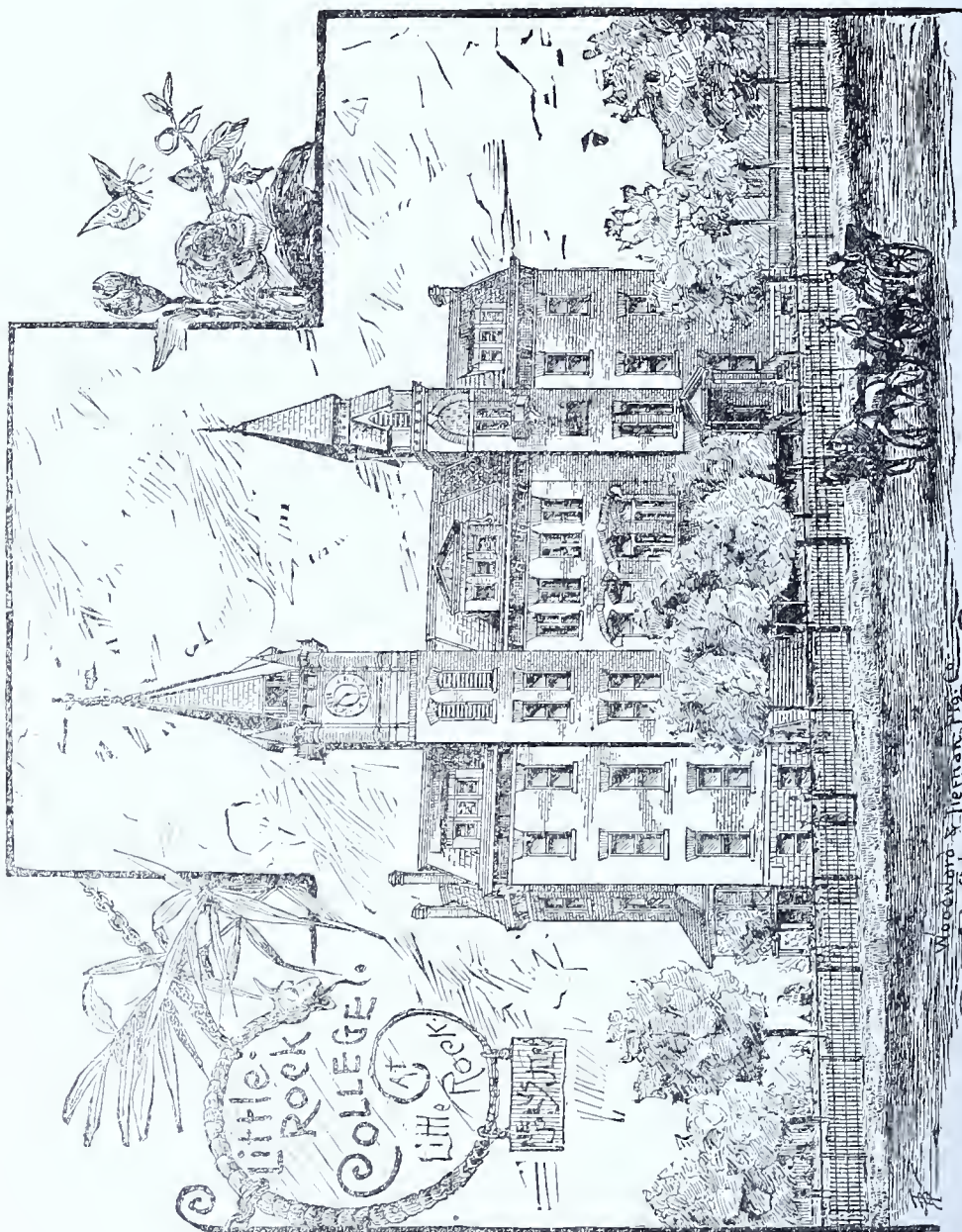
I am glad to report that the interest in the public schools is growing. However, there is much room for improvement yet. A comparison of figures will show that nearly one-half of the children of school age are practically without educational advantages, and I am of the opinion that other counties will have about the same report. Such facts are alarming, and demand the earnest attention of all good citizens in the State. Some means should be devised by which this can be remedied. A little wholesome legislation would be of material advantage.

The teachers throughout the county are taking more interest in their schools, and are making commendable efforts to qualify themselves to teach successfully.

With the assurance that you have my unqualified appreciation, and I believe that you have that of the people generally, for your earnest efforts to advance public education in Arkansas, I am very truly,

M. J. HENDERSON,

Examiner, Garland County.



Woodward & Lothrop, Inc.
St. Louis

PERRY COUNTY.

PERRYVILLE, ARK., September 19, 1891.

DEAR SIR—I herewith enclose my annual report as county examiner of Perry County, for the year ending June 30, 1891. The report is as correct as the directors' reports will allow. The year just ending shows a slight increase in the enumeration report, and considerable gain in the enrollment in the public schools. The most of the districts have voted a five mills tax. The blanks for the directors' annual reports should be modified so that they could be easily understood. The present form of the blanks is so complex that few of the directors are able to make out a correct annual report. Our teachers do not take the interest in their work that they should, though the prospect here for better interest and more efficient work in our public schools is somewhat encouraging. The people are realizing that the prosperity of our country depends on the intelligence of our people, and are looking to the free schools mainly for the education of their children. Very respectfully,

P. L. BURROW,
County Examiner.

LAWRENCE COUNTY.

BLACK ROCK, ARK., September 21, 1891.

DEAR SIR—I hand you herewith my annual report for Lawrence County. I recognize that I am a day late, but have been holding the report for some statistics that had not been sent in on time. The financial part of the report you will find to be incomplete. So few of our school directors have sufficient data from which to make this part of their annual report to the County Examiners, and so few send anything but a partial report of the receipts and expenditures of their districts, that I find it impossible to make a showing of the school finances of the county that even approaches correctness. The schools of Lawrence County are improving, more interest in them being manifested by the people, the attendance is better. Most of the districts, in fact, nearly all of them, vote a special tax, usually 5 mills, for their support. Our teachers seem to take a

great interest in their own self-improvement, as is manifested by their attendance at the institutes held. The outlook in general is encouraging. Yours very respectfully,

D. T. ROGERS,
County Examiner.

JEFFERSON COUNTY.

DEAR SIR—I suggest the following amendments to the law :

1. Forbid, under penalty, all private examinations; *provided*, that examiner may grant a permit to the applicant, good *only* until next quarterly examination.

2. Make public examination peremptory, and fix a day by law uniform throughout the State, when they shall be held, giving examiner power, if he thinks proper, to hold separate examination for the two races, but all in one week.

3. Make certificate obtained in one county good throughout the State while it remains in force.

4. Change sec. 6208 Mansfield's Digest, so as to make it an *indictable* misdemeanor, punishable by fine, for a person elected director to fail to qualify and file oath in Clerk's office in due time.

5. Forbid, under penalty, directors to incur any liability whatever in excess of the funds in the hands of the Treasurer to credit of district.

[In some of our districts negro directors keep the district so heavily in debt that the warrants are at a great discount and white teachers cannot be induced to accept them, hence no white schools are taught. The negro teachers, however, will accept employment at say \$50 per month, payable in warrants that cannot be sold for more than 50 cents on the dollar, thus netting them say \$25 per month. This beats plowing and that is what they are trying to escape.]

6. Make it obligatory upon directors to meet on—say first Saturday in June—and organize by electing one of their number chairman, and one secretary, and *at once* thereafter notifying the county examiner of their action and giving him the postoffice address of each member.

[There is now no official mode of ascertaining the post-offices of directors. The examiner is required to furnish them notices, supplies, etc., and must guess, if he can, where to send them. I often have matter of this kind returned uncalled for and then get a complaint from the director for not supplying him, or he gives it as an excuse for not doing his duty, that I did not supply him with blanks, etc. I regard this as important. Besides, after sending matter to one director another often comes up and tells me that "You (I) sent it to the wrong person; he never attends to any school business; hereafter send to me," etc.]

7. Another matter—most important of all—is the crying shame of having a horde of ignorant and often corrupt negro school directors forced upon us. We have in this county over 7000 negro men—electors—and of these more than 4000 are returned delinquent every year by the Republican Sheriffs and tax collectors without an effort to make them pay even a poll tax. Two thousand or more are never reached by the Assessor, although they are promptly at the polls on election days and only about 1000 pay any taxes at all. A careful investigation shows that this 1000—that is the entire body of negro taxpayers—pays only about 8 or 9 per centum of the taxes collected in this county; the other 90 odd per cent. being paid by the 2000 white taxpayers and the railroads, etc. Yet in nearly every district in this county these colored men walk up every year and levy 5 mills school tax on the property of the white people, and in about half of them they persistently elect a solid black board of directors. Many of these negro directors speculate on their positions and levy blackmail on the negro teachers whom they employ, yet it is nearly impossible to convict them because the teacher, being *particeps criminis* in the bribery, will not testify against himself and will always endeavor to protect his confederates and "hold his job." feel, however, that it is almost hopeless to ask for any relief by a change in the method of selecting directors. Our brethren in the white counties of the West and "Great Northwest" cannot sympathize with us. We have often appealed to them for

bread and received a stone, and we are disheartened. I only wish that they could have a little of our experience.

Yours,

A. B. GRACE.

UNION COUNTY.

EL DORADO, ARK., September 21, 1891.

DEAR SIR—I have the honor to transmit herein my report, for the year ending June 30. 1891. On examination of this report you will find it deficient in many respects. I could not rely on the reports of directors for the financial report, and obtained it from County Treasurer's books. Many directors in this county do not seem to know the difference between enrollment on enumeration report and enrollment in public schools. They use exactly the same figures in both.

I received but one report from them that is entirely filled out. Some of the most important items are left blank on the balance of them. If our State intends to manage our public schools in future, as she has in the past, she should establish training schools for directors, and force them to attend until they could make an annual report as it should be made.

The condition of our schools is encouraging. We have better teachers than we have ever had. There is a large number of young teachers who have been educated for teachers (both white and black), who are now taking the places of old-time, foggy teachers.

I hope that my report will be satisfactory. I have done the best that I could, with deficient reports from the directors.

Yours truly,

GEORGE NEWTON,

County Examiner.

CONWAY COUNTY.

MORRILTON, ARK., September 19, 1891.

DEAR SIR—I herewith submit my annual report for the year ending June 30, 1891. You will find it imperfect in many respects, but it is as good as could be made from the reports made to me by the directors of the county. The directors, in making their reports, failed to give the balance on hand at the beginning of the scholastic year; and consequently could not

make any financial report. I am proud to say that the school interest of Conway County is on a boom, and the cause is your uniform questions. The teachers have begun to review, and are advancing rapidly. I have examined 101 teachers in this county since you sent me your questions. There are 13 teachers holding first grades, 16 teachers holding second grades, and the remaining 70 holding third grades. Success to you in your great work. Respectfully,

ROBERT P. CHILDRESS,

County Examiner.

SCOTT COUNTY.

WALDRON, ARK., September, 1891.

DEAR SIR—I have not held an institute this year, but we are organizing for a large one next year. Could you not give us your district normal for this district at the same time? I am holding public examinations regularly on the third Thursday and Friday in March, June, September, etc. I think they are productive of much good. The teachers are studying to raise themselves to your higher standard. I have issued forty-one certificates this year, seven of the first grade, sixteen of the second grade, and eighteen of the third grade. I find that many who have heretofore held the first grade license only merit the third grade, and others who have heretofore held licenses of the second and third must drop out until they can review. Most of them have improved wonderfully in the last six months.

You are doing much to educate the teachers of Arkansas, and to make the profession more honorable. Teachers are learning that they must study if they are successful. Directors are beginning to look for those teachers who are most active in their profession.

Wishing you much success in your great work, I am yours
very truly.

H. N. SMITH.

County Examiner, Scott County.

YELL COUNTY.

CHICKALA, ARK., September 26, 1891.

DEAR SIR—My report is late owing to sickness. The addition of the financial columns I was forced to leave to another; trust the work is correct.

Our reports are very meager as to statistics. The directors don't seem to understand the work. Nothing short of the instruction which a county superintendent could give at their homes will secure full reports here.

Our schools have been more satisfactory than usual. I have not heard of a jar in any of our districts. This is the plain result of our systematic public examinations. The directors can rely upon the certificates as graded. Therefore, when they engage a teacher they get just what they expect.

Out of 88 districts 77 vote special tax, 72 of these the full limit of the law. Hence, we conclude that our public schools are in favor with the people.

Yours respectfully.

J. G. SMITH,
County Examiner, Yell County.

STONE COUNTY.

MOUNTAIN VIEW, ARK., September 20, 1891.

DEAR SIR—I forward to you by to day's mail my annual report, which, though defective in many respects, I hope will answer the purpose for which it is required. Outside the enumeration there is no reliable information contained in it, on account of directors failing to comply with duties enjoined upon them by law. I have faithfully tried to do my duty in placing a copy of the Digest of School Laws in every district in order to avert so many mistakes, and I hope it will be as "bread cast upon the waters." My report contains only ten school houses in the county, when, in reality, there is between forty and fifty.

I wish to say without flattery that under the wise policy you have yourself inaugurated that the darkest days of the free school system in Arkansas may now be numbered with the past. I do know that in this county the system is growing in

favor; there seems to be a general awakening to the interest of education among teachers, pupils and patrons.

In July a teachers' institute was held with an attendance of thirty-two teachers (only two failing to attend), several directors, and many friends of education, to whom we are indebted for much of the success accredited to the session. Among other important business transacted was the organization of a county teachers' association. This association holds its meetings on Saturdays, and, therefore, not interfering with "school days," has been a source of great benefit to the teachers of the county.

W. H. NELSON.

ASHLEY COUNTY.

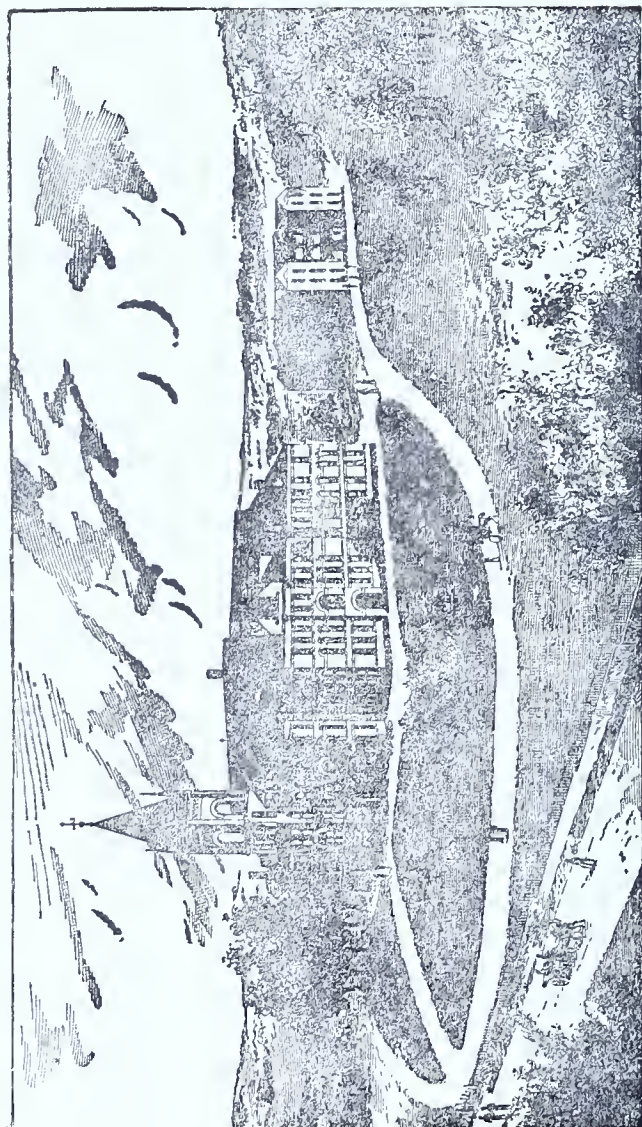
HAMBURG, ARK., September, 1891.

DEAR SIR—I have the honor herewith to hand you my annual school report for Ashley County. I report quite an increase of children between school ages; from last report, say, 1498. The general character of schools taught is fairly commendable. The increase of grade of scholarship instituted by you for teachers has been received very favorably by directors and the people generally. A better class of teachers is being introduced and the directors are becoming alive to the increased benefits accruing from the work of such teachers. With the present method continued, the prospect is flattering that the inert matter that has been clogging our educational interests will be sloughed off, and a newer and more live element will take its place.

There is real need of greater facilities for the education of young men and women for the profession of teachers—normal schools that *teach how to teach* and serve to raise the standard of scholarship and make the profession of teachers one to be proud of and desired far above the mere salary. Another want which seems prominent is that of *local supervision* in the counties. The office of county examiner is too restricted and too illy paid to induce the best ability for such work. With much respect, yours, etc.,

W. G. ROLFE,

County Examiner, Ashley County.



SEARCY COLLEGE, SEARCY, ARK.

DREW COUNTY.

MONTICELLO, ARK., September 22, 1891.

DEAR SIR—In sending this, my ninth annual report as examiner of Drew County, I am gratified to be able to state that progress has been made. Teachers have had some special opportunities of preparing themselves for the work entrusted to them.

The Peabody institutes have accomplished much and the more rigid enforcement of the law in regard to examinations has done more to give character to the teachers. There is much still to be done in this line. School directors have made great improvements in the manner of making their reports; as evidence of which, this is the first time I can make the affidavits at the close of my report without making exceptions.

Our treasurer assisted directors in the financial part of their report, and thus I am able to give you a consistent and correct account of the financial condition of our county.

Not having engaged in teaching for some years and fearing that I may not be so progressive as the times demand, I have decided to resign and ask the court to appoint a younger man.

With many thanks for the courtesy you have ever shown me, I am yours respectfully,

A. J. McQUISTON.

MONTGOMERY COUNTY.

MOUNT IDA, ARK., September 19, 1891.

DEAR SIR--Notwithstanding my report shows a lack of interest on the part of some of the directors, I am glad to say that the public schools are growing more in favor with the people, and the educational progress in our county for the last few years has been almost phenomenal.

Yours truly,

W. G. FAIL,
County Examiner.

HOT SPRING COUNTY.

MALVERN, ARK., September 12, 1891.

SIR—I herewith have the honor to submit my annual report of the free schools of Hot Spring County for the scholastic year, ending June 30, 1891. It shows an increase over last year of sixty-five children of lawful age for the school room. The directors' reports, many of them, were not fully up to the requirements of the law. Many of these officers do not know how to make a full report, and I would suggest as a remedy that they be required to hold an annual convention in their respective counties, with the county examiner in attendance, for the purpose of acquiring a thorough knowledge of their important duties. The teachers in this county are year by year acquiring becoming more efficient and our schools show far better and more intelligent work. Inefficient teachers, who will not keep up with the progress and aggressiveness of educational matters, are being rapidly left without work. Directors see the value of good teachers, and most generally seek for no others. We hope the normals in every section of the State may stimulate our teachers to a still higher grade of work. I still think that a permanent State normal school would repay the people of the State handsomely for the outlay in its construction and support. We commend the high standard for the grade of certificates which you have inaugurated, and believe it will contribute largely in securing better teachers and better work in our schools.

Respectfully, W. D. LEIPER,
County Examiner, Hot Spring County, Ark.

CRAWFORD COUNTY.

VAN BUREN, ARK., October 3, 1891.

DEAR SIR—I herewith submit my annual report, which for several reasons is not as satisfactory as desired. We have succeeded, however, in organizing a directors' association, and hope by proper work in it to be able another year to send a report in every way better. We have a county teachers'

association which meets monthly and is developing much interest in educational matters.

Teachers and school officials are pleased with the working and success of the quarterly examinations.

Respectfully,

JOSEPH B. PAINE.

CALHOUN COUNTY.

HAMPTON, ARK., September 20, 1892.

DEAR SIR—Inclosed you will find annual report of Calhoun County, which is as nearly correct as can be made out from the reports given me by the directors. Their financial reports are nearly all very incorrect and I have to get it from the treasurer's books (or his annual settlement).

No institutes have been held in this county.

I hold my examinations quarterly as directed by you and the people are generally well pleased with the result. The best teachers are highly pleased and the sorry ones are driven from the profession. Respectfully,

D. W. BASS.

HOT SPRING COUNTY.

MALVERN, ARK., September 16, 1892.

SIR—I have herewith the honor of submitting my annual report of the common schools of Hot Spring County, for the scholastic year closing June 30, 1892.

You will see that some of the directors' reports are grossly deficient in the financial matter. It seems almost impossible for them to understand how to properly fill up the blanks in the prepared papers.

A 5 mills tax was pretty generally voted as a special school tax. This has not been so here until very recent years, and it is a legitimate conclusion that the people are rapidly beginning to see that if their children are to be educated at all, it must be by or through our public free schools, and hence, our system should be made as efficient as possible.

Teachers in this county are growing more earnest and capable, and are more ready to avail themselves of every opportunity for improvement. Eight years ago the majority received

second and third grade certificates ; now a majority obtains first grade ; while this year we had in the entire county but one third grade applicant and he was a colored man. High grade teachers are sought for by directors more than ever before, which augurs well for the progress in efficient school-room work. The earnestness and enthusiasm of the State Superintendent seems to be effusive, and county examiners and teachers seem to be catching the benign contagion. There is a brighter day dawning for the education of the youth and children of the State of Arkansas, and we have but to push the work with hope and vim, and the most satisfactory results will be achieved.

Very respectfully,

W. D. LEIPER.

HEMPSTEAD COUNTY.

WASHINGTON, ARK., September 21, 1892.

SIR—I herewith submit my annual report of the public schools of Hempstead County, for the scholastic year ending June 30, 1892. I could not rely on the reports received from directors for the financial report, and respectfully refer you to the report made by County Treasurer Booker.

My report is as full as the directors' reports will warrant. In many matters of interest these reports are very deficient and fraught with confusion. They seem to think when they have filed their enumeration report that they have done all that is required of them. All but two districts sent their reports in by the 10th, and the two named, Nos. 4 and 40, filed theirs today. I had already made my report and enrolled the number of children without adding the children in them to the total. If the number of children in districts 4 and 40 be added it will make a total of 8424.

This leads us to say what we have said on former occasions, that there too many directors ; hence, many of them cannot, for want of proper education to qualify them for the duties of directing the work of schools, discharge such duties efficiently.

If we could dispense with the three director business, and have only one in each district, and allow him a sufficient sum to

reasonably compensate him for work done, we could certainly get better results.

The schools of Hempstead County are in a fair condition, and are doing a great good. We have a better grade of teachers than formerly, owing in a great measure to the uniform examinations, and strict adherence to the regulations sent out by State Superintendent Shinn regulating examinations.

We need a competent, efficient county superintendent, to whom should be committed exclusive control of schools and school districts, and he should be allowed a salary sufficient to justify him in devoting his entire time to the schools of his county.

Thanking you for kindnesses extended to me, I am very truly yours,

W. F. LEE,

County Examiner, Hempstead County.

FULTON COUNTY.

SALEM, ARK., September 20, 1892.

DEAR SIR—I have the honor of sending you herewith my annual report of the public school of Fulton County, which is not complete in every respect, from the fact that the directors' reports are deficient in regard to the financial condition of their districts, and in fact the directors of fourteen districts have failed to make any annual report.

The school interest of the county is growing rapidly. Our school houses are not as good as should be, but many of the districts have comfortable houses and have schools taught throughout the winter.

The teachers of the county are taking more interest in their work. At our county institute, held at Viola, August 3, 4 and 5, there were fifty-two teachers in attendance, and the school officers and people generally showed much interest in the teachers and their work. Respectfully,

A. W. ELLIS.

WASHINGTON COUNTY.

BOONSBORO, ARK., September 17, 1892.

DEAR SIR—I have the honor of transmitting to you my annual report for the year ending September 1, 1892, which I have made up under the disadvantageous of feeble health and very imperfect vision. You will find mistakes in my additions, no doubt, owing to my want of perfect eyesight, but to undertake to correct them would be attended by the same difficulties, and there is no one near me to whom I can apply for aid in the brief time allowed me. I trust therefore, that you will exercise all the charity at your command for me. My report contains correct entries of the directors' reports, very imperfect, but just as they have been sent or given to me.

I am greatly in favor of some changes in our school law, and I trust in your report you will call the attention of the Legislature to such as you think most advisable. I favor county supervision; raising the grades of teachers' license by adding other branches to first and second grades; a board of county examiners, the county superintendent to be a member and chairman, and county uniformity of text-books. Should these suggestions meet your approval I shall be glad to give my support to them in the lower house of our next Legislature.

I hope to meet you next winter and confer with you on matters connected with our public school system.

Very respectfully, H. M. WELCH,
County Examiner.

PIKE COUNTY.

MURFREESBORO, ARK., September 21, 1892.

MY DEAR SIR—You will find enclosed the annual report of the public schools of this county. You will perceive that the financial portion of it is anything but complete. This is due to the fact that the directors do not recognize the importance of making full reports.

I have done the very best I could from the meager reports furnished me by the directors. The people of Pike County are awakening to the educational interests, and the past year has

developed such an interest in schools as to warrant the assertion that she will soon be in the front rank in point of schools and education. I have visited some of our schools during the past year and have tried to encourage the children, teachers and directors. I hope to make a better report next time. Yours cordially,

J. C. PINNIX,
County Examiner, Pike County.

CRAWFORD COUNTY.

VAN BUREN, ARK., September 28, 1892.

DEAR SIR—I have this day forwarded to you by express my annual report. In making my financial statement of each district I have treated the balance from last year as a part of the receipts of this year. You will also notice that some districts have reported two teachers of the same grade and drawing the same salary. In counting the teachers of each grade, to get the average salary, only one should be counted when this occurs. Eight districts failed to vote a tax. Two of that number did not hold an election, and in two others the vote was a tie, leaving four that voted no tax.

A large majority of the people of this county are wanting more school money, and are in favor of a constitutional amendment, allowing them to vote a higher rate of school tax. The teachers are improving and taking greater interest in their school work. Directors report patrons taking stronger interest in school affairs and school results as being more satisfactory. Respectfully,

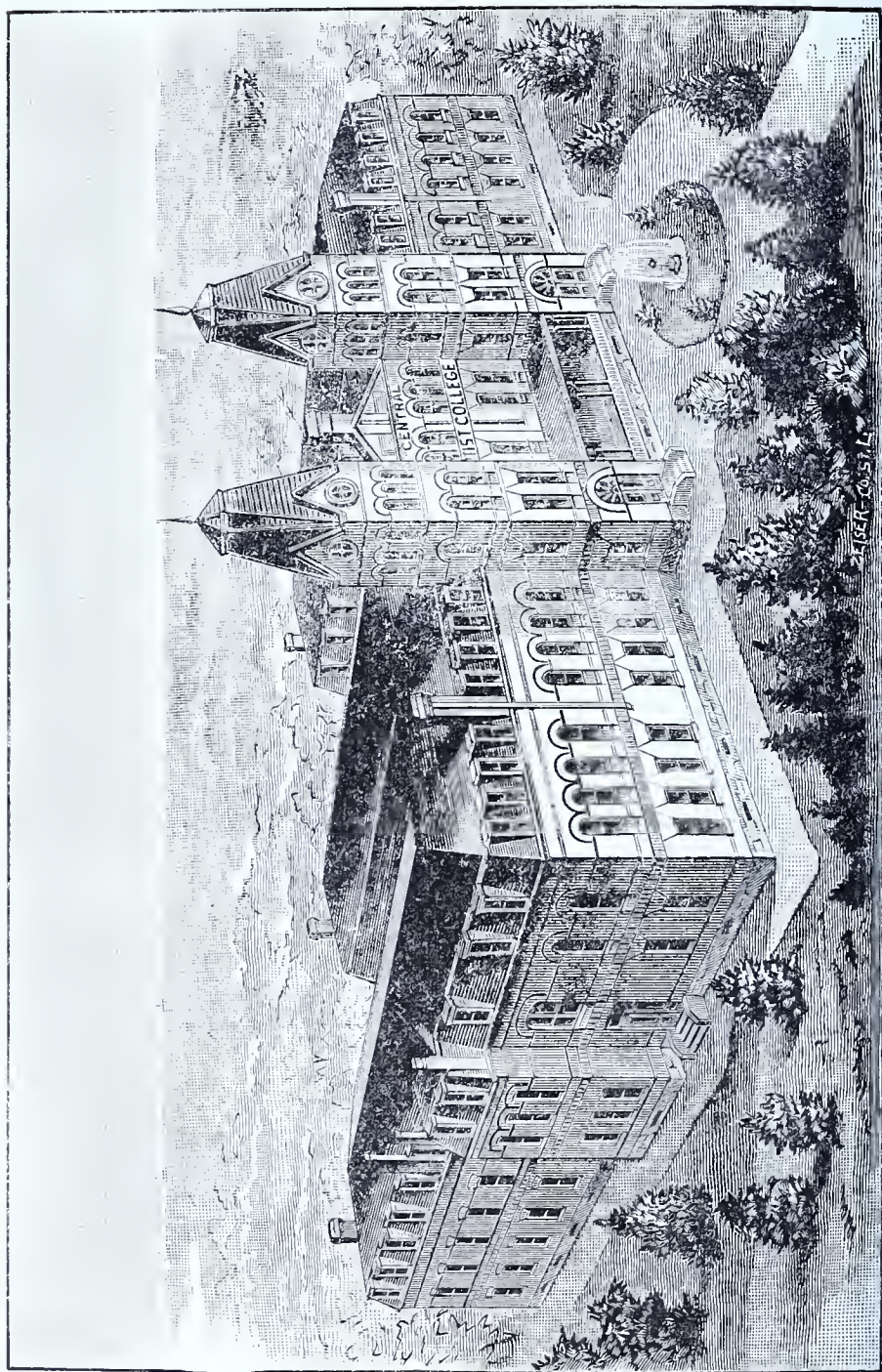
JOS. B. PAINE.

NEVADA COUNTY.

PRESCOTT, ARK., October 1, 1892.

DEAR SIR—Herewith please find my report for the present year. Sickness delayed an earlier report. My baby was very sick with slow fever.

As in last year's report I would urge county supervision of schools with a marked curtailing of the powers and duties of directors. My report is very imperfect, indeed, especially in regard to the schools taught and the attendance thereat. Many are including in their reports schools now being taught, and



CENTRAL BAPTIST COLLEGE, CONWAY, ARK.

none of them giving a correct statement of the finances of their districts. The tendency to multiply districts I look upon as a great evil, largely the cause of these inaccurate reports, since for the most part men wholly incapacitated for the duties are selected directors, and with us, in this county, several negroes are on the boards. By having a county superintendent, and requiring him to make all contracts, much evil could be removed from our system. In my report the enumeration report is, I think, more accurate than it was last year. Indeed, the entire report is, though it is not what I want nor what I intend to have another year. Yours truly, J. J. THOMASSON.

CARROLL COUNTY.

DEAR SIR—In submitting my report for the school year ending June 30, 1892, allow me to congratulate you upon the great success of your administration. You have not been quite as radical as your neighbor in Missouri, but your progressive spirit has been felt in every part of this State. The schools of the mountains are in a flourishing condition. Better teachers have gone out from the normal schools and are doing a work that cannot be compared with that of former years. Better school houses are found in the country districts, and, as will be observed, a great educational awakening has given Eureka Springs a new school building. Our teacher's association is as strong as any in the State, and great good is being done. The city teacher meets his brother from the country in the institute and gives him the right hand of fellowship. The country teachers come to the institute to get light, and they often add much to the store of knowledge of those more fortunate ones of the city.

The teachers of Carroll County have organized a Pedagogical Library Association and have bought the International Educational Series.

In a very short time we hope to be able to report that the majority of our teachers are members of the State teachers' reading circle.

The inter-State summer normal, while not under the super-

vision of the State, is doing a good work for the teachers of Arkansas. There were about one hundred teachers in attendance this year. The school is not paying the stockholders anything yet, but it is felt that in the world there is not a better location for a great normal school, and the work will be continued.

In conclusion, let me say that the three great "crying needs" of Arkansas are: County supervision; State normal schools; the right to vote on unlimited school tax.

Very truly,

C. S. BARNETT,
County Examiner, Carroll County.

CHAPTER XIX.

COURSES OF STUDY.

I. For Common School Districts—The State has determined by law that the studies to be pursued in the public schools shall be reading, orthography, English grammar, mental and written arithmetic, penmanship and history, and has required the directors to adopt a series of books by which this instruction may be obtained with the least loss of time and application, but has left it for the local school officers to arrange these studies in a systematic course and to devise a system of uniform class examination and a common plan of gradation.

It is as important that some common system with reference to the grading of the public schools be made legally authoritative as that the State should prescribe a set of studies, provide for the text and for the uniform examination of the teachers of the schools.

Grading may be carried too far, but this is no answer to the reasonable demand for a systematic course of study prescribed by law. A wise course of study is a necessity at this time. Each change of teachers precipitates a new course of study upon the district and new teachers are almost as common as the opening of another term. The logic of school life is lost in senseless repetitions beginning anywhere and ending everywhere. The value of related parts is not known; the power of sequence is not felt and the keen sense of mastery is rarely realized.

I therefore recommend the following course of study for the public schools and ask that the same be either adopted by affirmative enactment or that the superintendent be authorized to prescribe a course of study and clothed with power to put it in operation. Many States in the union have already prescribed a course of study and have experienced no insur-

mountable difficulty in operating it, while the advantages have been in every case singularly marked.

The word year is in every case defined to be as much time as is necessary to complete, the work or the interval between promotions.

Course of study recommended for the State for the common school districts :

PRIMARY DIVISION.

First Grade—First Year.

Spelling. All the words of the reading lessons by letter and sound.

Reading. First Reader complete ; introduced by the word, in conjunction with the object method, afterwards combining phonic method.

Writing. Blackboard and slate exercise.

Arithmetic. Adding 1's, 2's, 3's and 4's. Roman Numerals ; Arabic Numerals.

General Lessons. Language lessons in connection with Reading. Object lessons—color, form. Geography—distance and direction.

Second Grade—Second Year.

Spelling. Written exercises, slate, board and spelling tablets.

Reading. Second Reader completed.

Writing. A complete drill on position at desk, as to pen and movement and form of letters.

Arithmetic. Oral lessons, Addition, Subtraction, Multiplication, and tables constructed as far as learned.

Geography. Home—outline of township, county and State.

Language. Lessons in connection with Reading, Notation and Numeration.

Third Grade—Third and Fourth Years.

Spelling. All the words of importance in the various lessons : new words defined, spelled by sound and letters, using proper diacritical marks—slate and blackboard, together with a spelling book.

Reading. Third completed.

Writing. Copy books Nos. 2 and 3. Special attention given to position, holding pen, movement, etc.

Arithmetic. Addition, Subtraction, Multiplication and Division, with the use of text-books.

Grammar. Oral language lessons; analysis by diagrams, giving subject, predicate, object and simple modifiers.

Geography. Oral lessons, by subject, to Primary Geography.

History. Oral lessons; important events and dates (occasional).

MIDDLE DIVISION.

Fourth Grade—Fifth and Sixth Years.

Spelling. Same as Third Grade.

Reading. Fourth completed.

Writing. Copy books Nos. 4 and 5.

Arithmetic. Practical, to Percentage.

Geography. Primary.

Grammar. Elementary completed.

History and Physiology. Oral lessons.

SENIOR DIVISION.

Fifth Grade—Seventh and Eighth Years.

Spelling. Previous methods continued.

Reading. Fifth completed.

Writing. Adopted system completed.

Arithmetic. Completed, giving special attention to Analysis and Formulas.

Geography. Completed; Map-drawing and Physical Conditions mastered.

Grammar. Completed, including a practical knowledge of composition and analysis by diagram.

History and Physiology. Completed; Civil Government.

Special. Familiar lessons or tasks in Elementary Science, and a practical knowledge of the United States System of Land Survey.

2. DAILY PROGRAMME OF STUDY AND

Hour.	Time.	First Grade.	Second Grade.	Third Grade.
9:00	10	<i>Devotional or Literary.</i>		
9:10	20	Reading.	Reading.	Reading.
9:30	10	READING.	Reading.	Reading.
9:40	10	Blackboard Work.	READING.	Reading.
9:50	15	<i>Rest.</i>	Blackboard Work.	READING.
10:05	15	Slate Work.	Slate Work.	Numbers on Slate.
10:20	20	Book Work.	Slate Work.	Numbers on Slate.
10:40	15	<i>Recess.</i>	<i>Recess.</i>	<i>Recess.</i>
10:55	15	NUMBERS.	Numbers on Slate.	Numbers on Slate.
11:10	15	Numbers on Slate.	NUMBERS.	NUMBERS.
11:25	20	Book Work.	Language.	Language.
11:45	15	<i>Dismissed.</i>	<i>Dismissed.</i>	Language.
12:00	60	<i>Recess.</i>	<i>Recess.</i>	<i>Recess.</i>
1:00	20	Book Work.	Book Work.	LANGUAGE.
1:20	10	READING.	Book Work.	Geography.
1:30	15	Blackboard Work.	READING.	Geography.
1:45	15	Slate Work.	Blackboard Work.	GEOGRAPHY.
2:00	20	WRITING.	WRITING.	WRITING..
2:20	15	<i>Recess.</i>		
2:35	25	Slate Work.	Slate Work.	Language.
3:00	10	READING.	Reading.	Language.
3:10	15	Book Work.	READING.	Spelling.
3:25	15	<i>Dismissed.</i>	<i>Dismissed.</i>	WRITTEN SPELLING.
3:40	20			Reading.
4:00				<i>Dismissed.</i>

SMALL CAPS denote recitations.

Plan type denotes study.

RECITATIONS FOR A SCHOOL WITH ONE TEACHER

Fourth Grade.	Fifth Grade.	Recitations in Order.
<i>Opening Exercises.</i>		
Arithmetic.	READING.	READING, Fifth Grade.
Arithmetic.	Arithmetic.	READING, First Grade.
Reading.	Arithmetic.	READING, Second Grade.
Reading.	Arithmetic.	READING, Third Grade.
READING.	Arithmetic.	READING, Fourth Grade.
Arithmetic.	ARITHMETIC.	ARITHMETIC, Fifth Grade.
<i>Recess.</i>	<i>Recess.</i>	<i>Recess.</i>
Arithmetic.	Physiology.	NUMBERS, First Grade.
Arithmetic.	Physiology.	NUMBERS, Second and Third Grades.
ARITHMETIC.	History.	ARITHMETIC, Fourth Grade.
Language.	PHYSIOLOGY.	PHYSIOLOGY, Fifth Grade.
<i>Recess.</i>	<i>Recess.</i>	<i>Recess.</i>
LANGUAGE.	History.	LANGUAGE, Third and Fourth Grades.
Geography.	Grammar.	READING, First Grade.
Geography.	Grammar.	READING, Second Grade.
GEOGRAPHY.	Grammar.	GEOGRAPHY, Third and Fourth Grades.
WRITING.	WRITING.	WRITING, All Grades.
		<i>Recess.</i>
Language.	HISTORY.	HISTORY, Fifth Grade.
Language.	Reading.	READING, First Grade.
Spelling.	Reading.	READING, Second Grade.
WRITTEN SPELLING.	WRITTEN SPELLING.	SPELLING, Third, Fourth and Fifth Grades.*
Reading	GRAMMAR.	GRAMMAR, Fifth Grade.
<i>Dismissed.</i>	<i>Dismissed.</i>	<i>Dismissed.</i>

*Additional branches " before 9 a. m. or after 4 p. m.

*If this plan cannot be carried out, the lessons may be heard separately and the time for dismissal placed at 4:20.

FOR SEPARATE SCHOOL DISTRICTS.

The course of study for separate schools is much more uniform throughout the State and may be profitably studied by reference to the two following courses of study now in force in the City of Fort Smith and the Town of Russellville.

RUSSELLVILLE PUBLIC SCHOOLS.

Graded Course of Instruction—Primary Department.

FIRST GRADE.

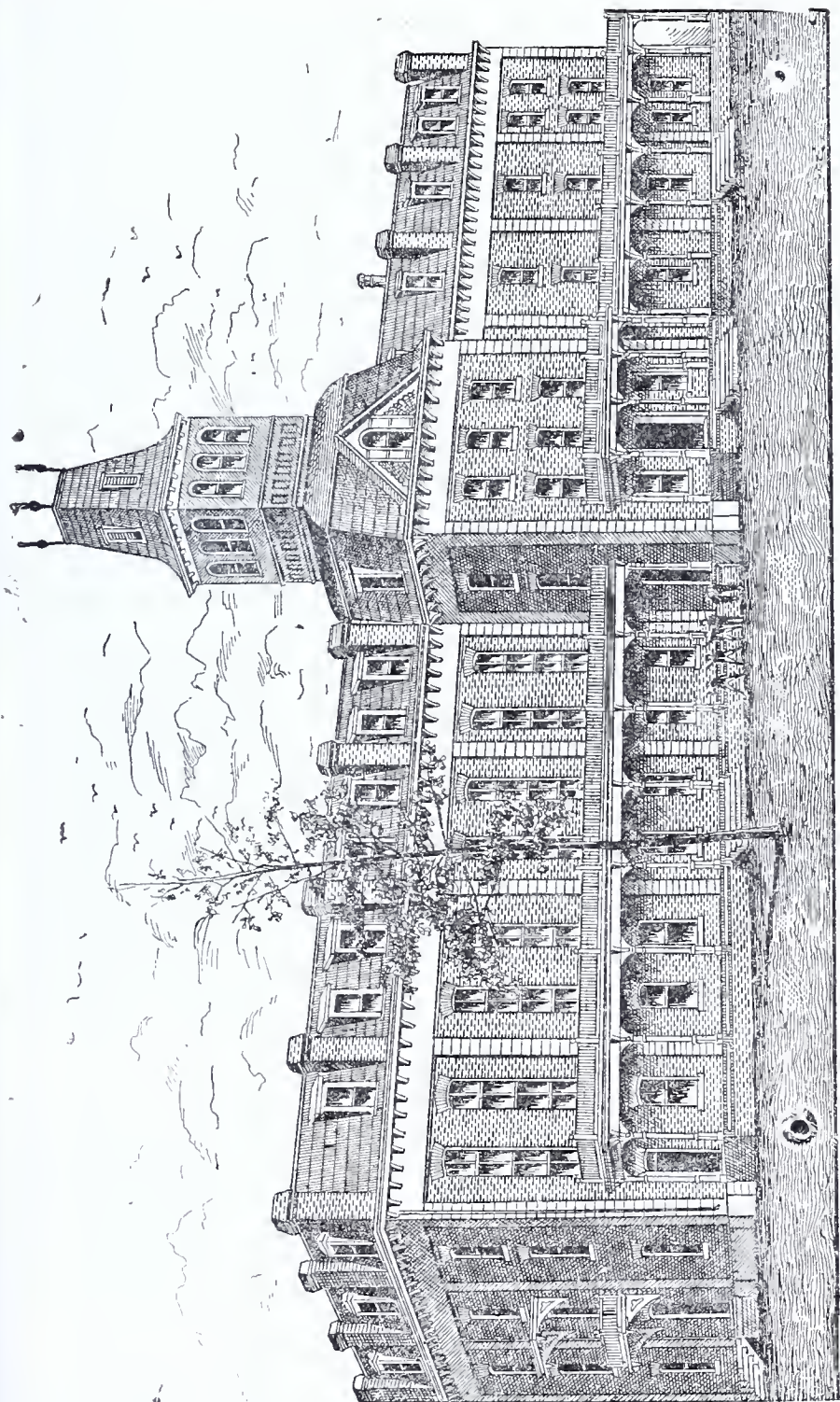
Reading First words of First Reader learned by sight from chart or blackboard, as they are found in sentences; words spelt by sounds of letters, names of letters learned incidentally. First Reader completed, still using charts and supplementary reading matter. Be able to spell all the words by sound, by names of letters and in writing.

Secure smooth, pure tones of voice in reading. Pupils should read as they talk, calling the words at sight without a moment's hesitation, yet not too rapidly. Read so as to be heard by every one in the class. Learn meaning of period, question marks, and simple diacritical marks. Bring out meaning of each word by questions and conversations. Stimulate attention and interest in your class by objects or pictures representing the things talked or read about. Make reading lessons language lessons. Let no careless work be done in writing.

Numbers. Teach numbers and their combinations by means of objects; counting, reading and writing numbers from 1 to 100; simple exercises in addition and subtraction, with and without the numeral frame.

Writing. Teach to write words on slate and to make digits. Use of lead pencil in same. Slant, height and form carefully criticized. Pay special attention to neatness.

Oral Exercises. Give carefully prepared talks or object lessons on topics of general interest, such as objects named in reading lessons, objects found in pictures, landscapes or views; articles of food, clothing and shelter; care of health, human body and its parts; five senses, common objects, their



GALLOWAY FEMALE COLLEGE, SEARCY, ARK.

size, color and observable properties; morals and manners; the pupils to do the talking, the teacher leading them.

Physical Exercises. At least once each half day; each exercise not to exceed five minutes.

SECOND GRADE.

Reading. Second Reader begun and finished, with directions in first grade. Continue sound spelling also by syllable, leading to exact pronunciation of the entire word. Teach name and use of all the punctuation and diacritical marks. Give attention to different combinations of sounds. Cultivate language by leading children to talk freely about the ideas contained in the lessons and other ideas suggested by the lessons. Use supplementary work as far as possible.

Numbers. Reading and writing numbers to 1000. Add and subtract small numbers, not involving a knowledge of the decimal system or "carrying." Roman notation to 50. Use of signs. Many examples given children within their limits.

Writing and Drawing. Lessons in Reader; dictation exercises; imitate simple forms and objects sketched on the blackboard by teacher. In every exercise, on slate, paper or blackboard, the same pains must be taken as in copy-book writing.

Oral Exercises. Same as previous grade; domestic animals, trees, colors; the three kingdoms of nature; good manners and politeness, to ladies, to our elders, at table, at home, on the street, etc.

Physical Exercises. Twice each day.

THIRD GRADE.

Reading. Third Reader, observing direction in first and second grades. Give attention to punctuation, definitions and illustrations; daily drills in the vowel sounds and their equivalents, also in the enunciation of vowels and consonants.

Numbers. Addition and subtraction of all combinations to 30. Harper's First Book to page 60.

Writing and Drawing. As in previous grade.

Oral Exercises. As in previous grades. Wild animals; plants

and vegetables; Truth (compare truth with untruth; show what would result if everybody would tell the truth, and what results from falsehood, and so contrast the other virtues), Honesty, Patience, Heroism, Justice, Mercy to man and beast, Charity, Gratitude, Fortitude, Temperance, Industry, etc.

Physical Exercises. Twice each day.

Language Lessons. How to Talk begun.

Geography. Teach children to draw map of school grounds, locating fences, gates, etc., then map of county and State. Resources of Arkansas, etc.

FOURTH GRADE.

Reading. Third Reader reviewed. Besides directions in previous grades, give attention to movement generally, pitch of tones, selecting such pieces as may be needed to develop the voice in all respects.

Numbers. Harper's First Book completed.

Writing. Use pen and ink; copy book No. 1.

Language. How to Talk, to lesson 50.

Oral Exercises. Articles eaten and worn; plain figures; circle and its parts; flowers and fruits. Continue work of previous grades as opportunity offers. Obedience to law and superiors. Patience, self-control, self-denial, reverence to God and sacred things, etc.

Geography. Introductory begun.

Physical Exercises. Twice each day.

Intermediate Department.

FIFTH GRADE.

Reading. Fourth Reader begun. Teach use of dictionary and reference. Look up all historical, biographical and geographical references.

Arithmetic. Harper's Second Book, begun.

Geography. Introductory, completed.

Writing. Copy-books Nos. 2 and 3.

Spelling. Harrington, to lesson 60.

Language. How to Talk, completed.

Oral Exercises. Review of previous grades; weights and measures. Every lesson and many incidents occurring every day furnish the best material for object lessons.

Physical Exercises. Twice each day.

SIXTH GRADE.

Reading. Fourth Reader, completed.

Arithmetic. Harper's Second Book, to fractions.

Geography. Harper's School Geography, begun.

Writing. Copy books Nos. 3 and 4.

Spelling. Harrington, to lesson 150.

Language. How to write completed.

Oral Exercises. The principal organs of the body; where they are; what are their functions; how to keep them in health and what will bring disease to them. Air, water, clothing, food and drink.

Physical Exercises. Twice each day.

SEVENTH GRADE.

Reading. Fifth Reader, completed.

Arithmetic. Harper's Second Book to Supplement.

Geography. Harper's School Geography, begun.

Writing. Copy books Nos. 4 and 5.

Spelling. Harrington, completed.

Language. Swinton's Elements, begun.

Oral Exercises. Kinds and properties of matter. Historical sketches: Columbus, Cortez, Washington, Franklin, Demosthenes, Cicero, Tell, Clay, Calhoun, Webster. Our own rights as limited by the rights of others, etc.

EIGHTH GRADE.

Reading. Fifth Reader reviewed, with reference to voice culture. Train the voice to express the ideas that are joyous, impassioned, etc. Teach pupils to see and enjoy the beautiful in literature.

Arithmetic. Harper's Second Book completed.

Geography. Harper's School Geography completed.

Writing. Copy books Nos. 6 and 7.

Language. Swinton's Elements, completed.

Oral Exercises. The State, its officers and their respective duties; courts of different kinds and their officers and duties. Historical sketches: Babylon, Nineveh, Pompeii, Jerusalem, Athens, Carthage. Geology, Astronomy, etc.

COURSE OF STUDY OF THE FORT SMITH SCHOOLS.

Reading.

FIRST GRADE—FIRST YEAR.

Reading. Beginners taught from chart and blackboard using word and phonic methods. First term, First Reader to page 30; second term, First Reader to page 60; third term, to page 90 and review book.

Directions: Use script from the beginning; secure distinct, natural tones of the voice and train to immediate recognition of words and phrases; the *idea, spoken word, printed and written form* and *appropriate utterance*, constitute the logical order of procedure.

SECOND GRADE—SECOND YEAR.

Reading. First term, Second Reader to page 48; second term, to page 96; third term, complete and review.

Directions: Before the lesson is read by the class the teacher will ask such questions as will test the pupil's knowledge of the subject; drill on the pronunciation of new words and teach meaning by use in sentences; teach marks of punctuation and simplest use of capitals; insist upon correct articulation, natural tones, erect position, close attention. Frequently drill on the following: Vocal elements. A-ll, a-sk, a-re, a-le, i-ce, oo-ze, e-rr, e-nd, o-ld, ou-r, oi-l, ai-r, o-n, u-p, u-se. Sub-Vocal Elements. B-i-b, d-i-d, j-u-g, m-a-n, n-u-n, r-a-p, r-oll, g-i-g, ng as in ri-ng, z-one, az-ure, w-oe. Aspirate Elements. P-ipe, c-a-ke, f-i-fe, c-ea-se, wh-ea-t, th-in, pu-sh, s-un, ch-urch.

THIRD GRADE—THIRD YEAR.

Reading. First term, Third Reader to page 72; second term, to page 142; third term, to page 204 and review.

Directions : Teach thoroughly the meaning, by use, of new words ; punctuation, articulation, pronunciation, tones of voice are to receive constant attention ; continue drills on vocal elements ; exercise in sight reading ; use of dictionary and force of diacritical marks also taught. Teachers will give special attention to the position and carriage of the body.

FOURTH GRADE—FOURTH YEAR.

Reading. First term, Fourth Reader to page 40 ; second term, to page 86 ; third term, to page 120 and review.

Directions : The following require constant attention during the year : posture, while studying and reciting ; natural breathing, distinct articulation ; clear, full, even, musical tone of voice ; diacritical marking, correct pronunciation and use of dictionary ; explanations of all allusions in lessons. In order that pupils may be induced to prepare lessons thoroughly, they should be required to give oral and written abstracts of the same, transpose poetry into prose, substitute synonyms and place clauses in simpler language.

FIFTH GRADE—FIFTH YEAR.

Reading. First Term, Fourth Reader, from page 120 to 157 ; second term, to page 186 ; third term, to page 221.

Directions : Explain simple figures of speech, historical, scientific and other allusions ; drill on position of the body, breathing, phonic analysis, articulation and on the attributes of the voice ; require oral and written abstracts of lessons frequently ; utilize the exercises following each lesson ; drill on emphasis and inflection.

SIXTH GRADE—SIXTH YEAR.

Reading. First half of year, thirty selections from the Fourth Reader ; last half, to page 75, Fifth Reader.

Directions : Same as in previous grade ; aim to secure from the class the thought in the selection, properly expressed. Pupils should read without hesitation at sight, and, from the context, give meaning of the words used, explain all allusions and give force of every figure of speech.

SEVENTH GRADE—SEVENTH YEAR.

Reading. Fifty different selections, embraced between pages 9 and 215, from the Fifth Reader, to be studied during the year. Continue work indicated in previous grades; study the biography of authors, utilizing same in "Authors' Days."

EIGHTH GRADE—EIGHTH YEAR.

Reading. Fifty different selections, embraced between pages 215 and 460, from the Fifth Reader, to be studied during the year. Constant attention should be given to position and carriage of the body, the exercise and development of the chest, and control of the organs of the throat. Special drills on attributes of the voice and correct pronunciation should be given also. Regarding the latter, exercise upon such words as lenient, tiny, lieu, carbine, debris, squalor, naive, oaths, truths, suite, coadjutor, vagaries, hymeneal, deficit and the like are valuable.

Language.

FIRST GRADE—FIRST YEAR.

Language. First term, twenty lessons in Long's Language Exercises, Book I, the teacher using the book as a guide, but not following it rigidly. Supplement the work with conversations suggested by pictures, objects, their names, properties, uses, etc. Correct all errors of speech, without explanations; lead from short oral descriptions of object presented to written description, watching capitalization and terminal marks; second term, to lesson 42; teachers are cautioned not to go too fast. Teach thoroughly and review often. Give close attention to both the oral and the written language of pupils; keep in mind the main objects of the instruction, viz.: to increase the children's vocabularies, and to give a ready, accurate use of the same; third term, to page 29; supplement the work by teaching correct use of no, know; see, sea; here, hear; to, two, too; blue, blew; pair, pear, pare; ate, eight; the opposite of light, high, large, pretty, good, rich, sweet; easy synonyms; show pupils how to arrange slate and paper exercises in proper form. Make every lesson more or less a language lesson.

SECOND GRADE—SECOND YEAR.

Language. First term, Long's Language Exercises, Book 1, page 29 to lesson 32; second term, to lesson 63; third term, complete the work. Teachers will use the book as a guide. Written descriptions of objects in the school room, of pictures, of people, of visits made, should be required. "Pencil talks" should be given frequently. Teach the use of sale, sail; one, won; steal, steel; week, weak; son, sun; write, right; by, buy; red, read; cent, sent, scent; new, knew; the opposite of rough, hard, black, true, pretty, sorrow; simple synonyms of words found in Readers. *Use* and not the philosophy of language is required.

THIRD GRADE—THIRD YEAR.

Language. First term, Long's Language Exercises, Book 2, in lesson 21; second term, to lesson 48; third term, to page 49. The book is to be used by the teacher as a guide. The directions in previous grade apply to this grade also. Teach the correct use of deer, dear; pain, pane; tax, tacks; our, hour; fare, fair; bear, bare; road, rode, rowed; him, hymn; pail, Pale. Give drills on "opposites" and synonyms. Give close attention to the *form* and *language* of every written exercise.

FOURTH GRADE—FOURTH YEAR.

Language. First term, review of first part of Book 2, Long's Language Exercises; second term, from page 49 to lesson 16, and written exercises from lesson 31 to lesson 45; third term, lessons 16 to 31 inclusive, and written exercises 45 to 69, together with instructions on letter-writing and business forms, pages 92-96.

In this grade, the text is to be in the hands of pupils.

FIFTH GRADE—FIFTH YEAR.

Language. First term, to page 31, Long's Language Exercises, Book 3; second term, to kinds of nouns, page 57; third term, to number, page 83.

Teachers should know thoroughly what points are to be em-

phasized in each lesson. Correct all inaccuracies of speech. Teach pupils to be critical. Compositions should be required of pupils weekly. Corrections of capitalization, punctuation, form of sentences and paragraphs should be made on papers of pupils, and re-writing of same often required

SIXTH GRADE—SIXTH YEAR.

Language. First term, review to number, page 83 Long's Language Book No. 3; second term, from page 83 to page 114, and study four selections beginning with page 137; third term, from page 114 to 137, and study the remaining selections, beginning with page 146.

SEVENTH GRADE—SEVENTH YEAR.

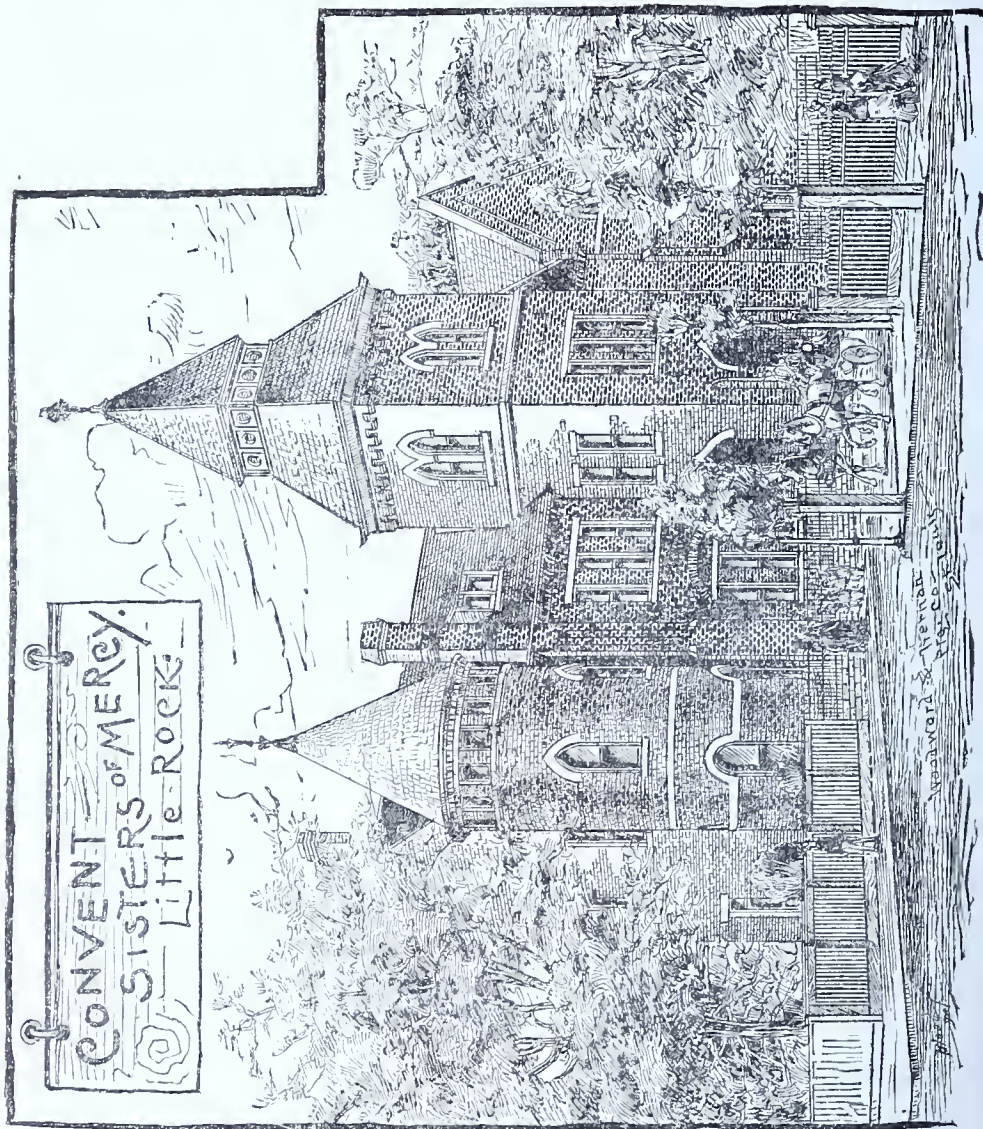
Grammar. First term, Harvey's Complete Grammar to page 56; second term, to page 95; third term, to page 136.

In orthography, take elementary sounds, letters, rules for capitals, syllables, words, kinds and classes. Omit points of minor importance. Require composition exercises at least once a week using lessons in the reader, incidents of travel and history, or other subjects with which pupils are fairly familiar. Note closely, by marking, all inaccuracies of language and give an occasional lesson on false syntax of the most usual types. Drill on letter writing, business forms and correspondence.

EIGHTH GRADE—EIGHTH YEAR.

Grammar. First term, Harvey's Complete Grammar to page 178; second term, to page 216; third term, to page 252.

Note directions of previous grade. Make composition work a leading feature of the study. Teachers should be sure to select proper subjects, such as pupils can handle. If the class be backward, awaken an interest by talking *with* them about the subject, noting the relevant points made by all on the board and then arrange these in a proper outline; draw from pupils statements concerning first points, correct and revise: continue with rest of outline same way, taking care that the connection of sentences be natural. When written out in full, call for de-



tail work in revising both the thought and the language, and, when this is done have pupils copy it in good mechanical form.

Arithmetic.

FIRST GRADE—FIRST YEAR.

Arithmetic. Arabic notation and numeration to 1000. Roman notation to L.

Each number from 1 to 10 shall be analyzed into any two integral parts, and by means of such analysis and the corresponding synthesis pupils shall be taught to perform the four fundamental operations to amount not exceeding 10.

Directions :

1. See that pupils can count objects correctly.
2. Teach them to know all the integers at sight and to make them.
3. Let the work be done objectively; the operations should appeal to the senses always.
4. Instruct pupils to put their work in proper form.
5. Teach the signs $+$, $-$, \times , $=$, \div , and their use.
6. Lead pupils to illustrate their work by drawings.
7. Teach pupils how to count United States money; to measure with their ruler; to ascertain time by the clock; to add small columns of figures rapidly; to know the fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, etc.
8. Have pupils frame number stories.
9. Use White's Oral Lessons as a partial guide.

SECOND GRADE—SECOND YEAR.

Arithmetic. Arabic notation and numeration through two periods. Roman notation to C. Continue the resolution of numbers; add and subtract to 100. Tables of fives completed in the four fundamental operations.

Directions :

1. Teach pupils to know *at sight* the forty-five sums of digital numbers in pairs.
2. Combine about equally oral and written drill work. Use many concrete problems.

3. Practice pupils in rapid column adding, and quick work in the other operations.

Sums :

4. Teach pupils to separate a number into three or more parts, buy articles and make change, reduce feet to yards and *vice versa*.

5. Acquaint pupils with liquid and dry measure, and simple combinations (objectively) of fractions.

6. Use White's Oral Lessons as a guide.

Caution: Prohibit all counting of marks, fingers, dots, etc.; permit no slovenly work.

THIRD GRADE—THIRD YEAR.

Arithmetic. Arabic notation and numeration in four periods. Roman notation to M.

Directions : Frequent, rapid, accurate work in the four fundamental operations singly and combined. Drill upon tables assigned to previous grades. Give numerous concrete, practical problems. Exercise pupils in mental solutions, pursuing the following steps: State the example once, slowly and clearly; the pupil gives the answer; he then restates the question, gives the analysis, and, lastly, the conclusion. Avoid lengthy and intricate analyses. During the last half of the year, classes will use White's Elementary Arithmetic to page 75, supplementing with simple work in fractions and denominate numbers.

FOURTH GRADE—FOURTH YEAR.

Arithmetic. Arabic notation and numeration completed. Roman notation completed.

Extended practice in all the fundamental operations, frequent mental drills, clear, concise analyses of numerous concrete, practical problems. Complete the work in White's Elementary Arithmetic embraced between pages 39 and 125.

FIFTH GRADE—FIFTH YEAR.

Arithmetic. Complete thoroughly the work in the Elementary Arithmetic embraced between pages 125 and 227. Supple-

ment this with practical business problems, work in mental arithmetic, and simple business forms. Accuracy, neatness and rapidity to be made the objective points. All written work must be in good form, and no other kind should be received by the teacher.

SIXTH GRADE—SIXTH YEAR.

Arithmetic. White's Complete, embraced between pages 20 and 145. Pupils should be encouraged to submit original problems to the class for solution. See that pupils do not do the work mechanically simply. Teach them to observe the following: 1. Read the problem over carefully. 2. Note what is given and what is required. 3. Proceed to the solution, taking no step without knowing why it is taken. 4. Lead up to the statements embodied in rules and explain definitions, committing the most essential ones to memory.

SEVENTH GRADE—SEVENTH YEAR.

Arithmetic. White's Complete, from page 145 to page 222. In this and the succeeding grade it is wise to require pupils occasionally to present work in the following form:

EXAMPLE—A commission merchant sold 1300 barrels of flour at \$5.75 a barrel, receiving a commission of $3\frac{1}{2}$ per cent., and invested the net proceeds in coffee at 28c. a pound, after deducting 2 per cent. for buying. How many pounds of coffee did he purchase, and what was his entire commission?

STATEMENT.

Given:

1. Barrels of flour, 1300.
2. Selling per bbl., \$5.75.
3. Rate of commission for selling, $3\frac{1}{2}$ per cent.
4. Rate of commission for buying, 2 per cent.
5. Cost of coffee per lb., 28c.

Required:

1. Selling price of flour.
2. Commission for selling,
3. Proceeds of sales.

4. Per cent. proceeds of sales is of investment in coffee.
5. Investment in coffee.
6. Commission for buying.
7. Total commission.

Process :

1. To find selling price of flour, multiply \$5.75 by 1300.
2. To find commission for selling, multiply selling price of flour by .035.
3. To find proceeds of sale, subtract commission from selling price.
4. To find per cent. proceeds is of investment in coffee, add .02 to 1.
5. To find investment in coffee, divide proceeds of sale by 1.02.
6. To find commission for buying, subtract investment in coffee from proceeds of sale.
7. To find total commission, add commissions received for buying and selling.

Work : [Here perform required operations.]

EIGHTH GRADE—EIGHTH YEAR.

Arithmetic. Beginning with page 222, complete the advanced book to page 321 and review the work of grades seven and eight. Lay great stress upon business problems. Pupils must know how to draw all usual forms of commercial paper, such as checks, notes, receipts, bills of merchandise, drafts, etc. They should be exercised on forms of business letters and letters of introduction ; and if time permits on the simple elements of book-keeping.

Geography.

FIRST GRADE—FIRST YEAR.

Geography. The subject may be taught in connection with the work in drawing. The idea of a foot and its divisions, the cardinal points of the compass, direction, distance, and position as indicated by the terms *right, left, up, down, above,*

below, over, under, beneath, front, back, center, top, bottom, between, in, on, vertical, horizontal, oblique, parallel, should be taught. Illustrate outline of school room, lower floor with divisions, school yard, by means of sticks and draw same on slate.

SECOND GRADE—SECOND YEAR.

Geography. First term: Teach semi-cardinal points, draw map of first floor of school house, locating rooms hallways, doors, windows, wardrobes, etc.; also map of school yard, locating school buildings, adjoining streets and buildings opposite.

Second term: Draw city map and locate most prominent and interesting places of the city.

Third term. Keeping the map before pupils, discuss the following: Poteau River—uses (water supply, how furnished, waterworks, sewerage, storm sewer), not navigable; Arkansas River—advantages; bridges—value, uses, drawbridge; trains—passenger, freight, different roads. What do incoming trains bring to Fort Smith? What do outgoing trains take away? Coal—how mined, how distributed, how gas is made; lumber—where obtained, planing mills, what manufactured; brick—how made, uses, kind; cotton—raised, picked, ginned, baled, seed, oil, oil-cake, clothing; ice—ways of production (north and south); wood package—baskets, crates, butters, boxes. This work extended to take in principal industries of the city. Talks on comparative size of city, climate, drainage, soil, wealth, education. Thorough preparation by the teacher is essential to successful work.

THIRD GRADE—THIRD YEAR.

First term. Draw map of Sebastian County, locate principal towns and note, bounding territory. Discuss character of surface, adaptation of soil and climate to various products. Develop correct notions of the following terms: Right and left bank, mouth, source, bed, course of stream; stone quarry, shaft, coal mine, veins, dips, pockets, slope, plain, forest, valley, knoll, hilly country, meadow, pasture.

Second term. Pupils are to study products of the county, and bring to the recitation as many specimens as the teacher may be able to utilize in the instruction; these may be labeled and put into the room cabinet. Following this work, with a large map, developed in the presence of the class, familiarize pupils with the following: Boston Mountains, Mississippi River along eastern border of the State of Arkansas River from Fort Smith to Napoleon, White River, Black River, Sabine River, and that portion of the Red and Ouachita Rivers within the State; the boundaries of the State, Fort Smith, Little Rock, Pine Bluff, Hot Springs, Camden Helena, Texarkana, Fayetteville.

Third term. With map before pupils, discuss surface, drainage, climate, distribution of coal, lead, zinc, manganese, salt; products of the soil, stock raising and other industries. Little Rock—location, population, State House, Governor's house, Capital, Capitol, Legislature, Senate, House, Governor, Secretary of State, Treasurer, Auditor, Superintendent of Public Instruction. Facilities of travel—railroads, steamboats, imports, exports, centers of trade (St. Louis, Memphis, New Orleans). Fruits—lead in quality and variety, kinds, distribution, dried, canned, barreled, crated. Require State products brought to the class for study, labeling same for cabinet use. Take pupils on imaginary trips to Fayetteville, Hot Springs, Little Rock. Supplement the work with incidents of the State's history, elections, government, education.

FOURTH GRADE—FOURTH YEAR.

Geography. First term, Appleton's Elementary Geography to New England States, page 26. In connection with the introductory course, present lessons on globe as follows: Horizon, first view of an incoming ship, circumnavigation of the earth, apparent and real shape of the earth, divisions of land and water, continents, zones, meridians, latitude, longitude, equator, tropics, poles, parallels; explain rising and setting of the sun; show that climate depends on latitude. Supplement text with pictures of noted places, short descriptions of climate, scenery, industries, discoveries, people. Teach-

ers must not permit map drawing to degenerate into mere copying. Second term, to Rocky Mountains and Pacific States, page 45. Incorporate as much history as time will permit; first settlements, condition of the country, character of people, first thanksgiving, Miles Standish, sentiments of liberty, Boston massacre, occupation of people; why so many manufactories? Locations of great cities—causes therefor. Study particularly the cities of Boston, New York, Philadelphia, Washington, Chicago, St. Louis, New Orleans, Baltimore. Third term, to South America, page 63.

FIFTH GRADE—FIFTH YEAR.

Geography. First term, Appleton's Elementary Geography, South America and Europe. Compare North with South America as to length and width in degrees, as to coast formation, slope as indicated by drainage. Have pupils bring to class, if possible, products studied, such as coffee, sugar, India rubber, etc.—how produced, prepared for commerce, distributed. Study particularly the cities of Rio Janeiro, Buenos Ayres, tell pupils of the recent overthrow of the Brazillian Monarchy and the establishment of a republic. In studying Europe, spend more time on the British Isles, proportionately, than the rest. Study particularly the cities of London, Liverpool, Paris, Berlin, Rome, St. Petersburg and Constantinople. Second term, Africa and Asia. Call attention to the discoveries of Stanley, the opening up of the immense territories for settlement. Condition of people, slave trade. Follow plan of reviews suggested in text. Continue map work. Third term, Oceanica and review.

SIXTH GRADE—SIXTH YEAR.

Geography. First term, Appleton's Higher Geography to Divisions of North America, page 23. By means of a globe explain thoroughly the succession of day and night, change of seasons, effect of latitude and elevation on climate, cause of constant, periodic and variable winds; touch upon tides, ocean currents, and explain signal service of the government; note



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continental divides as indicated by drainage and as affecting climate, and, therefore, conditions of people—socially and industrially. Second term, to Southern States, page 45. Lay particular stress upon commercial geography, calling attention to its basis in physical surroundings. Continue the collection of products for study. Give enough attention to area, population, length of rivers, to enable pupils to give, approximately, the area of important States, sections and countries; population of leading cities; navigable length of such rivers as the Mississippi, Missouri and Arkansas. Third term, to South America, page 69. Pupils should be able to sketch maps hastily, and with a fair degree of precision.

SEVENTH GRADE—SEVENTH YEAR.

Geography. First term, Appleton's Higher Geography from South America to Great Britain and Ireland, page 82; second term, to Africa, page 104; third term, to page 125.

Suggestions:

1. Pupils should be required to draw at least two *finished* maps a term.
2. Statistical tables and descriptions in fine print are to be used mainly for reference.
3. The spelling of geographical terms should always be taught.
4. Go with pupils on imaginary tours, permitting them to select the mode of travel, pointing out and discussing the interesting features observed *en route*. These discussions will embrace facts pertaining to climate, productions, races of people—their habits, customs, forms of government, something of their past history, their commercial standing, etc. The main purpose is not to teach the book, but to teach the *subject*.
5. Teach by comparison and contrast States, countries and cities, as to size, climate, latitude, material and social development.
6. Lead pupils to read more than that given in the text on such topics as iron mining, smelting and manufacture; glass-making—materials, processes, varieties, distribution; coal mining, oil industry, cotton factories, sugar plantations, etc.
7. Utilize newspaper reports, letter of travel, special and consular reports, government geological surveys.

History.

EIGHTH GRADE—EIGHTH YEAR.

History. First term: Barnes' Brief History to Epoch III. Pupils are to have a thorough knowledge of the relations of England, France and Spain, as regards their colonial possessions. Map drawing must go hand in hand with the study. Second term to Epoch V., page 215. Present cause and effect, rather than dates and battle; movement of great principles, rather than of great armies. Show that the same opposing ideas of government, slightly modified, developed at the beginning of our national life, still exist. Bring prominently before the class the real causes of great moral reforms and of material progress; the dangers that now beset the nation and some of the means employed to overcome them. Teach the relation of education and morals to citizenship. Third term, complete the book. If time permits, draw from patriotic selections bearing upon the topic in hand. Keep list of important dates on the board; gather historic relics for cabinet use. During the year have the pupils read the Declaration of Independence (334) and the Constitution (338). Aim to develop a taste for historical reading.

Physiology.

EIGHTH GRADE—EIGHTH YEAR.

Physiology. First term, Eclectic Physiology, to page 65; second term, to page 130; third term, complete the book. Special attention should be given to the subjects of ventilation, eating, exercise, study, sleep, clothing, care of teeth, eyes, skin, nails, etc. Teachers should secure a beef's heart, lung, œsophagus and eye for dissection and study in presenting these topics. Require pupils to illustrate by drawings all the parts of the body that can be easily illustrated.

Oral Lessons.

Special oral work is required in each grade. All the elementary sciences are systematically taught. The course is printed in full in the Manual, but is too voluminous to be incorporated in this volume.

Drawing.

WHITE'S REVISED DRAWING.

First year, use Book No. 1. *This is a manual for teachers,* and the pupils' work consists of clay modeling, stick laying, paper folding, paper cutting. Slate and board work should accompany stick laying. Develop idea of point, line, kinds of angles and simple geometrical figures.

Second year, Books No. 2 and 3.

Third year, Books No. 4 and 5.

Fourth year, Books No. 5 and 6.

Fifth year, Books Nos. 6 and 7.

Sixth year, Books No. 7 and 8.

Seventh year, Books No. 8 and 9.

Eighth year, Books No. 8 and 9.

Penmanship.

If pen and ink are used in the first and second grades, Book No. 1, of the National System will be required. In the second grade the practice book will be used at any rate.

THIRD GRADE—THIRD YEAR.

Book No. 1, National System. Complete the book by half pages. Precede each new copy with exercise in the practice book. Teachers will instruct pupils how to hold the pen, how to sit, and give preliminary black-board drill on each new copy before any writing is done by pupils.

FOURTH GRADE—FOURTH YEAR.

Book No. 2 and Practice Book. Have the class study carefully the form of each letter, noting height, width, slant; teach principles employed in the copy, and have class analyze it; continue instructions on position of body, pen holding, movements.

FIFTH GRADE—FIFTH YEAR.

Book No. 3 and Practice Book. Lead class to a critical study of slant, angle and loop, height, width and symmetry of letters. Teachers will reproduce on the board common errors observed and have pupils criticize the same.

SIXTH GRADE—SIXTH YEAR.

Book No. 4 and Practice Book. Observe directions given in previous grades.

SEVENTH GRADE—SEVENTH YEAR.

Book No. 5 and Practice Book. Drill on business forms. Insist upon having the pupils' best work; allow no slovenly habits formed. Note instructions given in previous grades.

EIGHTH GRADE—EIGHTH YEAR.

Book No. 6 and Practice Book. Teach as in previous grades.

Directions:

1. All books should be free from blots, erasures, finger prints and pencil marks.
2. Each pupil should be supplied with a clean blotter, a piece of muslin or chamois skin for pen-wiper, and a ruled sheet for use in getting proper slant.
3. Teachers should examine books daily, correct errors of position and execution; keep books when not in use.
4. In all written work, whether with pencil, crayon or pen, the principles taught in the system should be observed. Teachers should not receive work that is not done neatly and legibly.
5. All pens should be taken up at the expiration of the writing lesson, and any damage to holders or points not accidental should be made good by such pupil or pupils.
6. Teachers must see that the desks are not marred or floors blotted with ink.
7. All grades will complete the books by half pages, always keeping the pupils of the grade on same copy at the same time.

Music.

FIRST GRADE—FIRST YEAR.

Music. Pupils should be taught to sing the scale ascending and descending (in the Key of D) by the scale names, one, two, three, four, five, six, seven and eight, represented by the figures, 1, 2, 3, 4, 5, 6, 7 and 8; also to sing the syllables, do,

re, mi, fa, sol, la, si, do. The pitch names or letters are not to be taught at this stage. In other respects follow rigidly the instructions in Loomis' Book No. 1, only the teacher having the book. The year's work will cover the first six chapters. Teach motion and other songs also.

SECOND GRADE—SECOND YEAR.

Music. Cover the work of the previous grade and extend it to page 40 of Book 1. In this grade pupils are required to have books. Teachers will follow closely the method of the text. At the end of the year pupils should be able to read at sight simple selections involving the first five tones of the scale.

THIRD GRADE—THIRD YEAR.

Music. Review parts of chapters, beginning with Chapter V, and complete the book.

FOURTH GRADE—FOURTH YEAR.

Music. Loomis's Book No. 2 to page 30. Give frequent drills on scale lessons in first part of text.

FIFTH GRADE—FIFTH YEAR.

Music. Review work of previous grade and continue the subject to Chapter V, page 48. Go slowly, drill thoroughly, pursue the plan of the text closely.

SIXTH GRADE—SIXTH YEAR.

Music. Drill pupils on work of preceding grades until they are familiar with the change of keys and can read readily any of the selections chosen. Complete the book.

SEVENTH GRADE—SEVENTH YEAR.

Music. Book 3, Loomis' series, to Chapter VIII. It may be necessary at the beginning of the work to confine it to the simplest exercises of this book, taking the more difficult as the pupils are prepared for them. At the close of the year pupils should be able to sing at sight and by note fifty exercises of the book.

EIGHTH GRADE—EIGHTH YEAR.

Music. Not less than seventy-five exercises involving different keys, movement and time, in Book 3, will be required of this grade.

Directions :

1. Teacher should read the preface of the book used and the introductory hints on teaching music.

2. In beating time, see that the pupils do it orderly and as recommended in the text.

3. See that pure, mellow tones are used ; that pupils do not strain their voices ; that the articulation of syllables and the enunciation of words and phrases are correctly done ; that pupils sit erect.

4. Each lesson should be thoroughly studied by the teacher before it is presented to the class.

5. In case two teachers of the same building desire to change classes during the singing period of one of the grades, it may be done with the consent of the principal.

6. Music must be accorded its due proportion of time, and must receive systematic and thorough presentation. The recitations should not exceed fifteen minutes in the three lower grades, nor twenty in the other grades.

Manners and Morals.

FIRST YEAR.

Teach pupils to be honest, polite, just and generous.

SECOND YEAR.

Obedience, punctuality, honesty ; manners at school, at home, on the streets, toward the aged.

THIRD YEAR.

Kindness as the basis of right conduct, simplicity of manner, humility, manners in society, at church, at other public places, in traveling.

FOURTH YEAR AND OTHER GRADES.

The cardinal virtues taught and enforced ; moral truths contained in gems, reading lessons, etc., emphasized ; rules of etiquette and politeness discussed ; duties of people as members of society and as citizens, presented.

ADDENDUM TO FORT SMITH COURSE OF STUDY.

The above course has been in use for the past three years. It is now being modified throughout. Beginning with the scholastic year 1893-94, the course will cover seven instead of eight years. The chief changes are herewith appended :

Reading. The Fourth Reader will be completed in the fifth grade ; the Fifth, supplemented by English and American classics, will be used in the sixth and seventh grades. *Evangeline*, *Snow-Bound*, *Birds and Bees* and *Miles Standish* have already been introduced.

Arithmetic. The first grade will give the analysis and synthesis of numbers from 1 to 20 inclusive, in addition to the work mapped out in the old course. The second grade will complete table of 10s, and be able to solve examples in the four fundamental operations with accuracy and rapidity. Third grade will have *White's Elementary* book for use, and complete it to fractions. The fourth grade will review multiples and complete the text to denominate numbers. The fifth grade will review the last quarter's work of the fourth grade, complete denominate numbers, mensuration, percentage and interest in the elementary text. The sixth grade will review common and decimal fractions and advance to percentage in *White's Complete* book. The seventh grade will complete the text.

Language. The formal study of the text will begin in third grade, *Long's Language Book No. 2* being used. Grade four will review last half of *Book 2* and advance to classification of parts of speech, page 55 of *Book 3*. Grade five will complete this book. Grade six will begin *Harvey's Grammar* and complete the text to syntax. Seventh grade will complete the book.

Geography. The formal study of the text will begin in the

third grade, the same plan being followed as that outlined in the old course. What now corresponds to the fourth year's work in the old course will be assigned to third grade pupils, a corresponding change running throughout the grades, the sixth completing the advanced text.

History. The seventh grade will do the work now indicated in this subject as eighth grade work.

In General. A corresponding advance will be made in all other subjects of the curriculum.



HIGH SCHOOLS IN ARKANSAS.

THEIR VALUE, GROWTH AND COURSE OF STUDY.

In an address before the State Teachers' Association in 1891 I called attention to the great differences in the courses of study in the various high schools of the State, and advised the adoption of a regular course by the high school department of the association. A committee was appointed composed of the leading high school principals to draft such a course. They reported the course of study which follows, to the association, last June, which was adopted and recommended to the various public high schools of the State. The adoption proceeded from the double motive of systematizing high school work and of preserving that continuity of study so eminently desirable for those who pass on into college.

It was also intended to help our small colleges to a better collegiate course by stimulating the development of a strong high school in every community, doing well and thoroughly the preparatory work now done by the colleges.

In this connection the following from one of our leading educators will be read with profit :

"No branch of our educational system is more interesting or important than the high schools. In them the pupil begins to take a wider outlook, to contemplate truth in its scientific form, to be subjected to those measures of discipline which harden and strengthen and develop the mental powers. The high schools have been called the peoples' colleges; and in some senses perhaps they do hold something of the same relation to the schools of the lower grade that the colleges anciently held. At all events, it is here that subjects begin to be studied in a liberal way; and, since the schooling they furnish is the nearest approach that a very large percentage of the youths of the commonwealth ever make towards a liberal train-

ing, everything should be done that can be done to infuse into them the liberal spirit, and to supply them with the most approved instruments and facilities of culture. Everything that savors of narrowness should be banished from them. Their courses of study should be broadened and diversified, so that all educational aptitudes and needs shall be provided for; and, while the scientific aspect of truth should not be overlooked, instruction should ever be given with a practical aim. In the cities and towns where high schools are established there should be an unceasing effort on the part of committees and school authorities, to increase the number of pupils who carry their education beyond the grammar schools into the high schools. To this end high school instruction should be made to appear essential to all youths of noble aims. The number of high schools reported is 241. There has been an addition of five since last year; in five years the gain has been seventeen. It will be a happy day for Massachusetts when all the children within her borders shall have free access to the high school; when the door shall be opened to them to pass on, not only to the broader and higher and more practical training that these schools furnish, but through them to the still nobler teaching of the college and technical school."

HIGH SCHOOL COURSE

Adopted by the High School Association, 1892.

JUNIOR.

Algebra	36 Weeks	
Physiology	18 Weeks	}
Botany	18 Weeks	
English	36 Weeks	
Latin	36 Weeks	Grammar; Composition.

INTERMEDIATE.

Algebra and Higher Arith., 18 Weeks	}	Algebra first 18 weeks, alternate Geo.; Higher Arith. remaind'r of term.
Geometry		
Physical Geogrophy	}	
Zoology		

English	36 Weeks	} Grammar and Composi- tion, with Cæsar last 6 months.
Latin	36 Weeks	
General History	36 Weeks	

SENIOR.

Geometry	36 Weeks	} Alternate through ses- sion.
Higher Arithmetic	36 Weeks	
Physics	24 Weeks	}
Civil Government	12 Weeks	
English	36 Weeks	
Latin	36 Weeks	} Grammar and Composi- tion, com. 4 b. Cæsar ; take 2 books Virgil.

FORT SMITH HIGH SCHOOL.

COURSE OF STUDY.

(Parents are advised to select for their children one of these courses.)

YEAR.	TERM.	ENGLISH—GERMAN.	CLASSICAL.	SCIENTIFIC.
I.	1	English, Physiology, Arithmetic, German.	English, Physiology, Arithmetic, Latin.	English, Physiology, Arithmetic, Civil Government.
	2	English, Physical Geography, Algebra, German.	English, Physical Geography, Algebra, Latin.	English, Physical Geography. Algebra, Book-keeping.
II.	1	English, Algebra, History, German.	English, Algebra, History, Latin.	English, Algebra, History, Zoology.
	2	English, Algebra, History, German.	English, Algebra, History, Latin.	English, Algebra, History, Botany.
III.	1	English, Geometry, Physics, German.	English, Geometry, Physics, Latin.	English, Geometry, Physics, Political Economy.
	2	English, Geometry, Physics, German.	English, Geometry, Physics, Latin.	English, Geometry, Physics, Geology.
IV.	1	English, Geometry, German.	English, Geometry, Latin.	English, Geometry, Chemistry.
	2	English, Trigonometry, German.	English, Trigonometry. Latin.	English, Trigonometry, Astronomy.

HOT SPRINGS.

HIGH SCHOOL COURSE OF STUDY.

YEAR.	TERM.	SCIENTIFIC.	ENGLISH.	PREPARATORY COLLEGE.
I.	1	5 Elementary Algebra.	5 Elementary Algebra ..	5 Elementary Algebra.
		5 English History.....	5 English History.	5 English History.
		3 English Composition..	3 English Composition ..	3 English Composition.
		2 Literature	2 Literature	2 Literature.
		5 Physical Geography ..	5 Physical Geography..	5 Latin.
	2	5 Algebra, Elementary..	5 Algebra, Elementary..	5 Algebra, Elementary.
		5 English History	5 English History.....	5 English History.
		3 English Composition..	3 English Composition..	5 English Composition.
		2 Literature.	2 Literature.	2 Literature.
		5 Botany	5 Botany	5 Latin.
II.	1	5 Algebra.....	5 Algebra.....	5 Algebra.
		5 General History	5 General History	5 General History.
		3 Composition, Rhetoric	3 Composition, Rhetoric	3 Composition, Rhetoric.
		2 Literature.	2 Literature.....	2 Literature.
		5 Physics	5 Physics	5 Latin.
	2	5 Plane Geometry	5 Plane Geometry	5 Plane Geometry.
		5 General History.	5 General History.....	5 General History.
		3 Composition, Rhetoric.	3 Composition, Rhetoric	3 Composition, Rhetoric.
		2 Literature.	2 Literature	2 Literature.
		5 Physics	5 Physics	5 Latin.
III.	1	5 Solid and Spherical Geometry	5 Solid and Spherical Geometry	5 Solid and Spherical Geometry.
		5 English Literature	5 English Literature, ..	5 English Literature.
		5 Chemistry	5 Chemistry	5 Physics.
		5 Zoology	5 Political Economy	5 Latin.
	2	5 Solid and Spherical Geometry	5 Solid and Spherical Geometry	5 Solid and Spherical Geometry.
		5 English Literature	5 English Literature	5 English Literature.
		5 Chemistry	5 Chemistry	5 Physics.
		5 Geology	5 Political Economy	5 Latin.

RUSSELLVILLE HIGH SCHOOL COURSE.

FIRST YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Arithmetic.	Arithmetic,	Arithmetic,
History,	History,	History,
English,	English,	English,
Elocution,	Elocution,	Elocution,
Algebra.	Algebra.	Algebra.

SECOND YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Algebra,	Algebra,	Geometry,
Physiology,	Physiology,	Political Economy,
Physical Geography,	Physical Geography,	Rhetoric,
Latin.	Latin.	Latin.

THIRD YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Rhetoric,	Rhetoric,	English Literature,
Cæsar,	Cæsar,	Cicero,
Book-keeping or	Book-keeping or	Natural Philosophy,
Chemistry,	Chemistry,	General History,
Geometry.	Geometry.	Geometry.

FOURTH YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
English Literature,	General History.	Astronomy,
Cicero,	English Literature,	General History,
Trigonometry,	Virgil,	Review of Common
Natural Philosophy.	Trigonometry.	Branches.



LITTLE ROCK HIGH SCHOOL.

JUNIOR CLASS :	No. Recitations per week.	Time for Each. Minutes.	No. of Months.
Algebra	5	45	9
Latin (Collar & Daniell's Beginner, and First Book of Cæsar. }	5	45	9
Geometry (Hill's Lessons)	3	40	9
Mental Arithmetic	2	40	9
Rhetoric	3	45	9
Outlines General History.	2	45	9
Physical Geography.....	2	40	9
Literature, English and American	3	40	9
MIDDLE CLASS :			
*Latin (Grammar, Cæsar and Ovid)	5	45	9
Algebra	2	45	9
Geometry (Wentworth's)	3	45	9
Natural Philosophy	2	45	9
Physiology and Hygiene	3	45	9
Literature, English and American.....	5	45	9
Botany	3	45	4
SENIOR CLASS :			
Trigonometry	3	45	5
Geometry	2	45	5
Natural Philosophy	2	40	5
Chemistry	3	40	5
*Latin (Grammar, Cicero and Virgil) .	5	45	9
Literature	5	45	9
Civil Government	2	45	3
Political Economy	3	45	3
Astronomy	3	45	4

*A number of Latin authors will be read cursorily as collateral reading to give interest and vivacity to the subject, and to give a wider impression of Latin style.

CHAPTER XX.

ARTICULATION OF THE UNIVERSITY AND COLLEGES WITH THE PUBLIC SCHOOLS.

The university should be the head of the common school system. It is an independent institution of learning, fostered by the joint acts of the United States and of the State. No law has ever made the university the honorable summit of State education. The scholarships are distributed by a non-educational agent among counties and with no authoritative reference to the other parts of the State's educational effort. One scholarship, according to the law of 1868, was to go to each county for superior merit and proficiency in the public schools. When the number apportioned to each county from all sources is considered, and the small number apportioned to the public schools and the weak method of ascertaining it, the truth becomes evident that the chief source of supply is based upon something else than the public schools. Public school officers have no authority to appoint and no general system prevails by which the State schools can prepare their students for the university with any show of lawful right. The fact that there is no lawful connection between the university and the high schools, save as to one student from each county, tends to retard effort upon the part of these schools to send pupils to the university. Nothing can be more destructive of that continuity of interest which should prevail between all educational officers than for the State to fail to connect all the educational agencies by some legislative authority and to provide in general terms for their complete articulation. There will always be difficulties in the way, but these may be reduced to the minimum by good laws. To leave the whole matter in the hands of the university will not do. It may, by diligent perseverance, patch up a comity between some of the high

schools of the State and itself, but it can never arrange for that impartial systematization which will deal fairly with every high school. Mississippi, by diligent effort, has ascertained a very large number of "accredited schools." We have had a university for a long time, and yet the world is informed in its last catalogue that it recognizes only one "accredited school." The University of Tennessee has investigated our high schools and has accredited a larger number than has the university of our own State. Cornell accepts students from Arkansas high schools not accredited by our own leading school. This is not the fault of the university so much as it is the fault of bad laws. The right to enter the university should not be based upon any system prepared by the university alone. It should rest upon a broad general enactment, regulating the minimum requirements for entrance to the university and providing such directive authority as will enforce the regulations. No State can afford to do without a university; neither can it afford to cripple it by failing to articulate it with the other parts of the system.

CHAPTER XXI.

NORMAL SCHOOLS.

At no time in the history of the State has there been so great a demand for the establishment of permanent normal schools as the present. In another part of the book I have shown how this end may be reached with no material increase of taxation. The value of these schools is admitted by all educators, and is well stated in the following quotation taken from the last United States Commissioner's report :

"Teaching is a Profession.—In Prussia the stability of the teacher's position is a factor which we must consider in our comparison. A person in Prussia, and for that matter everywhere in Germany, must acquire professional training before he is eligible to a position as teacher. This is offered free of charge in every State of Germany. After he has completed his course in the normal school and in the training department he is elected by a community, but must serve a probationary term of two years. Whether during this time he is a success or not, at the close of the second year he is obliged to present himself to the State (or provincial) board of examiners, consisting of the faculty of the nearest normal school presided over by a privy school councilor, to pass his 'review examination.' This examination lasts several days, during which the academic and professional studies are gone over, and model lessons are given without previous special preparation. If the teacher proves that during the two years he has made commendable progress in the science and art of teaching, he is granted a diploma for life. Henceforth he is free from all further examinations and can settle down permanently, since his position is not endangered by 'political rotation' or other causes except his own errors, such as gross neglect of duty.

etc. Besides, he receives a pension after a certain number of years of service.

“The fact that there are no persons teaching in Germany who have not had a three years’ professional preparation in academic studies and in the science of teaching, in psychology and the history of education, as well as in the practice of teaching, is perhaps the most important factor of the notable success in German schools, and the rapid advancement of the pupils. Concerning the professional preparation of teachers in this country, the state of affairs is so well known that it need not be stated.”

During the last year I organized three normal schools, which are now in operation. I did this with funds furnished in part by the State, part by the Peabody trustees and part by citizens of the towns. The course of study, covering three years, is subjoined. The attendance upon the schools at present is more than 400, and is composed of students of sufficient maturity to take the course. The citizens of Jonesboro have erected a fine brick house and have furnished it. The citizens of Morrilton were already in possession of a handsome brick well furnished. At Stuttgart a very commodious two-story frame was offered to me by the citizens and furniture purchased at once. These buildings are worth \$30,000, are well furnished, have a fine lot of apparatus already laid in, and are filled with a splendid collection of young men and women. The citizens of these places generously offer to deed this property to the State on the condition that normal schools be maintained therein under State authority. Twelve thousand dollars per annum will place them on a sure footing, and will enable this department to make the school system effective, as the Constitution requires it to be. I earnestly recommend the permanent establishment of these schools.

The faculty of these schools are as follows :

STUTTGART.

Col. R. D. Allen, Principal; Professor of Pedagogy, Mathematics and Logic.

Prof. J. G. Millsap, Latin and Physics.

Prof. G. A. Sullards, Science.

Miss Elizabeth A. Craig, English.

Miss Mamie Reinhardt, Penmanship.

Fannie E. Jones, History and Geography.

JONESBORO.

Prof. C. L. Sampson, Principal ; Pedagogy and Logic.

Prof. D. T. Rogers, English and History.

Prof. J. W. Decker, Latin and Science.

Miss Elise Baker, Mathematics.

Miss Effie Green, Calisthenics and Geography.

MORRILTON.

Prof. T. P. Murrey, Principal ; Pedagogy and Mathematics.

Prof. W. B. Toon, History and Science.

Prof. J. B. Wilson, English.

Mrs. Toon, Calisthenics and Music.

Miss Wofford, Geography.

COURSE OF STUDY.

STUDIES.	1st Year.			2d Year.			3d Year.			Weeks to Each Subject.†	Divisions of Subjects. §
	1	2	3	4	5	6	7	8	9		
	14 Weeks.	13 Weeks.	12 Weeks.	14 Weeks.	13 Weeks.	12 Weeks.	14 Weeks.	13 Weeks.	12 Weeks.		
Psychology				*b	b	d			c	21	Professional.
Psychology—Ethics and Will								c	b	12	
Pedagogy						b	b	b		23	
Elements Psychology	d	d	b							7	
Elements Pedagogy	a	c	c							24	
Model School	d	b	d		d	d	d			8	
School Management					c	c	c			16	
History of Education				c						6	
Primary Arithmetic	d	d									Mathematics.
Arithmetic	b	c	a							26	
Prep. Algebra, or Literal Arithmetic	c	b								13	
Algebra			d	b	b	c				21	
Geometrical Forms	d	d									
Geometry				c	c	b	b			27	
Mensuration							c	c		10	
Trigonometry								b		8	Science.†
Surveying									a	12	
Zoology	b	b								16	
Physics				b	a		c			17	
Botany			b	c						13	
Anatomy	c	d								5	
Physiology		c	c			b				17	
Hygiene						c				5	English.
Chemistry							b	c		14	
Physical Geography	d						b	b	c	12	
Reading	b		c							14	
Orthography	d	d	d							14	
Grammar	c	b								14	
English Composition	d	c	b	d	d	d				14	
English Literature				b						8	Geography, History and Book-keeping.
Logic				c	c					10	
Science of Rhetoric					b	c	d			14	
Shakespeare							b			8	
(Social Science?) Political Economy								b	c	14	
Anglo-Saxon Grammar								c	b	14	
Civics						c				7	
Arkansas School Laws							c			6	
History—Biography	c									5	Geography, History and Book-keeping.
Greek	d	d								8	
Roman	d	b	b							7	
European	d		d	c						8	
English	d			b	c					14	
U. S. and Arkansas	d						c			5	
Geography	b	c	c							18	
Book-keeping						b	b			14	Geography, History and Book-keeping.
Constitutional Law								b	a	20	
U. S. and Arkansas Constitutions								c		5	

COURSE OF STUDY—*Concluded.*

STUDIES.	1st Year.			2d Year.			3d Year.			Weeks to Each Subject.†	Divisions of Subjects.§
	1	2	3	4	5	6	7	8	9		
	14 Weeks.	13 Weeks.	12 Weeks.	14 Weeks.	13 Weeks.	12 Weeks.	14 Weeks.	13 Weeks.	12 Weeks.		
Latin—Grammar and Reader	<i>a</i>	<i>b</i>								20	Latin.
Composition		<i>c</i>	<i>d</i>	<i>d</i>	<i>d</i>	<i>d</i>	<i>d</i>	<i>d</i>	<i>d</i>	26	
Cæsar			<i>a</i>	<i>a</i>						13	
Sallust					<i>a</i>					26	
Cicero						<i>a</i>	<i>a</i>			25	
Virgil								<i>a</i>	<i>a</i>		Exercises.
Drawing	<i>d</i>	<i>d</i>	<i>d</i>		<i>b</i>	<i>b</i>	<i>d</i>			10	
Penmanship	<i>d</i>		<i>d</i>		<i>d</i>	<i>d</i>					
Calisthenics ..	Ten minutes, morning and afternoon. Thirty minutes each day.										
Vocal Music											

**a* = Five hours of fifty minutes each per week.

b = Three hours of fifty minutes each per week.

c = Two hours of fifty minutes each per week.

d = In connection with some other study.

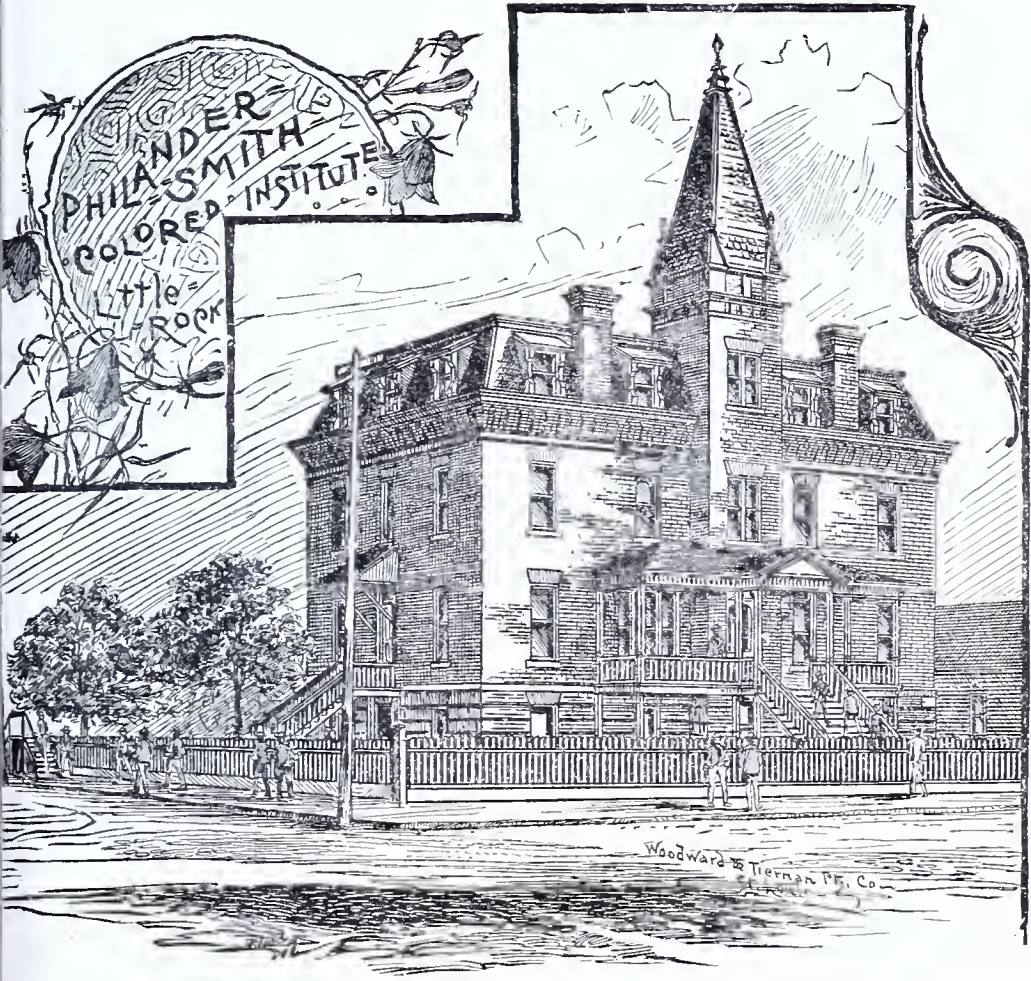
The three hours per week = one hour Monday, Wednesday and Friday. The two hours per week = one hour Tuesday and Thursday. It is expected that part of each Saturday will be utilized to secure completion of course of study, if necessary.

For limited syllabus suggestive of details of work, see next page etc.

†A week is a period of *five hours* of fifty minutes each.

‡Geology and Mineralogy taught by lecture the third term of second year and first term of third year, the course of lectures having special regard to the State of Arkansas.

§This classification is for convenience in work.



LIMITED SYLLABUS OF WORK.

This syllabus is intended to be a suggestive explanation of the Course of Study, tabulated pages preceding.

PROFESSIONAL.

Elements of Pedagogy. First Term.—(Five hours each week.) It is expected that several ends will be gained. (1.) To make each term as complete in itself for the pupil as may be practicable. (2.) To secure a review of all the principles of the primary branches—arithmetic, reading, geometrical forms, zoology, etc. (3.) To so use the inductive method in object teaching with the pupils, that they may be able to some extent to apply the principles discovered in their own schools.

During this fourteen weeks the pupils are to be exercised in all the elementary branches of all the departments for instruction in both subject and teaching and use of texts. The instructor will strive to bring before the class those objects and their relations on which both psychology and pedagogy are founded. To this end each member of the class will be brought into the relations of an investigator, a pupil, a teacher and a governor, so that each one may have the opportunity to discover for himself his duty and obligations in the light of facts and truth. Thus, also, pupils are to be prepared for intelligent observation of the model school, which as occasion may justify will be in active working condition before the normal class.

Through the whole professional course pupils are excepted to write on tablets for preservation (1) observed facts and (2) theses on these facts.

Elements of Pedagogy. Second Term.—(Two hours each week.)

Observation in the Model School.—(Three hours each week.) The training teacher does *his* work with a class of ten or more pupils, in the primary subjects, successively, in the presence of the normal pupils, progressively illustrating the principles developed in elementary pedagogy and psychology, thus combining theory and practice. The primary classes of both

the first and second school year are brought in for this purpose, as the progress of the primary pupils may permit, and the condition of the observation class may require. This instruction is to be as clinical in character as it is practicable to make it.

Normal class to write up (1) observed facts (2), theses based on these facts.

Elements of Pedagogy and Psychology. Third Term.—(Five times each week.) The normal class uses text on elementary psychology and pedagogy. The principles and methods illustrated by the training teacher as circumstance may require. Special attention given to teaching elementary zoology, botany and the like.

MATHEMATICS.

Arithmetic. First Term.—(Three hours each week.)

Preparatory Algebra.—(Two hours each week.) These periods time are to be varied by the instructor as progress in the of branches may require. Beginning at arithmetic, where the state of knowledge of the subject by the normal class may require, the pupils are led by use of objects to the discovery of all "principles" and required to express them in their own language; then to study the texts, compare results and render as perfect as possible their knowledge of the principles and their expressions of them in language. Pupils are led to generalize the principles discovered, give expression to them with letters, and by the use of varied examples and the equation to render their knowledge generic.

SCIENCE.

Zoology. First term.—Three hours each week.)

Human Anatomy.—(Three hours each week.)

The normal class begins with the dissection of types of insects, birds, etc.; methods and principles of classification learned by comparison of animals, noting resemblances and differences of plan of structure and development. Facts observed kept in a note book and theses written. Then charts and texts are to be used. Work begins with insects to be found in the season.

When class begins to dissect mammals the study of human anatomy, begins with charts, manikins, etc., much assisted by facts discovered in dissection of the mammals.

ENGLISH.

Reading. First term.—(Three hours each week.)

Grammar.—(Two hours each week.)

Normal class read with a view to the discovery of the structure, figures, etc. The teacher to so regulate hours per week in grammar and reading that principles may be discovered and rendered generic in the minds of the pupils. Treatment of subjects parallel to that of mathematics and science. The end is "analysis; determination of the essential elements of the sentence through an examination of the nature of the thought; how modification of elements arises from the expression of thought; extensive drill in distinguishing principal and subordinate elements, and discovering their relations through the analysis of sentences."

Special attention given to orthography and composition, pupils being required to write up observations.

GEOGRAPHY, HISTORY AND BOOK-KEEPING.

History, Biography. First Term.—(Two hours each week.)

Political Geography.—(Three hours each week.)

The Normal Class to be divided into sections; the teacher to select a number of prominent characters from ancient to present time, such as Alexander the Great, Cæsar, Napoleon, central characters of historic periods; the members of each section to write an essay on life of the same person, limits in length of which to be determined by the teacher; ten weeks given for this work; during this time teacher to assist the pupils in the study of the characters; when essays reported, they are to be read before the class and criticised by the teacher and class, those worthy of it to be published. The instruction in Geography to have especial regard to the essays. The particular periods of time devoted to history and geography to be changed as circumstances may require.

GENERAL REMARKS.

It is not deemed necessary or desirable to enter further into details. The intelligent reader will readily discover the plan and design of the COURSE OF STUDY.

It is not expected that teachers will adhere strictly to all the details of the COURSE OF STUDY. The SCHOOL and COURSE OF STUDY in all details are *for* the pupils, not the pupils *for* the school. Teachers are expected to do their full duty.

The teachers are expected, in a reasonable manner, to strive to accomplish in full the *course of study* in the time prescribed.

The teachers of each normal are expected to meet every Friday evening for at least two hours' intercourse, in order to make a unit of their work, and at the end of every four weeks to make a report of the condition and progress of every pupil to the Superintendent of Public Instruction.

It is suggested that in the beginning it would be well for the teachers of the several departments to consult with each other very freely.

Each term is to be made as complete in itself as practicable for those pupils unable to attend longer than a term at a time.

SECTIONS FOR INSTRUCTION.

The first year pupils must be divided into two sections, according to ability and progress; if numbers require, they may be divided into three sections. The second year pupils may be divided into two sections. The third year pupils must be held together as one section.

GENERAL REGULATIONS.

The faculty may suspend or dismiss a pupil, subject to an appeal to the State Superintendent of Public Instruction.

The principal is held responsible for the general conduct of his State normal. The teachers are required to co-operate fully and freely with the principal in maintaining discipline, and are held responsible for the order, discipline and progress of the sections they teach.

The faculty of each school is authorized to establish and

promulgate rules and regulations, subject to approval of the State Superintendent.

Teachers assigned to duty in special departments may be required to do work in some other, if in the opinion of the principal and faculty the best interests of the school demand such a course.

As nearly as practicable the work is to be equally divided between the teachers.

The daily exercises on Monday, Tuesday, Wednesday, Thursday and Friday of each week shall begin at 8 a. m. and close at 12:15 p. m. Begin at 2:15 p. m. and close at 4:15 p. m.

The faculty may at its discretion order any work done on Saturday by a part or the whole of the school, when the best interest of the school or the pupils require it.

GRADUATION AND DIPLOMAS.

Students who complete the entire course after passing a thorough examination conducted jointly by the faculty of each school, and the State Superintendent of Public Instruction, will receive a diploma and a state certificate. The certificate will authorize its holder to teach in any county of the State, and is good for life. A diploma alone will be granted to such as take the academic course and no more.

GENERAL INFORMATION.

Fall term begins September 15th, and continues fourteen weeks (closing December 21st).

Winter term begins January 2, 1893, and continues thirteen weeks.

Spring term begins April 3d and continues twelve weeks.

Students may enter at any time and remain as long as convenient, but they are urged to begin with the term days and to remain full terms.

Each pupil must be at least 16 years of age.

No charge will be made for tuition to those who take the professional course in connection with the other courses. Stu-

dents taking academic or collegiate instruction without the professional course, will be charged tuition as follows :

Per term.....\$10 00

Per year..... 25 00

This tuition is due at the beginning of each term or year and will be paid to the secretary of the faculty.

Boarding may be had in good families at from \$2.50 to \$3.50 per week. Students who choose to club together may reduce the expense to a mere nominal limit.

SCHEDULE OF RECITATIONS, JONESBORO NORMAL.

TIME.	Sampson.	Baker.	Decker.	Rogers.	Green.
8:00—8:50	A. First Pedagogy.		B. First Science.	Second History.	
8:50—9:20					Music.
9:20—10:10	Third Pedagogy.	P. First Mathematics.	Second Science.		A. Reading & History.
10:10—10:25			RECESS.		
10:25—11:15	Second Pedagogy.	A. First Mathematics.		Third English.	B. Reading & History
11:15—11:25					Calisthenic Exercise.
11:25—12:15	P. First Pedagogy.	Second Mathematics.	Third Latin.	A. English & Geog.	
12:15—2:15		NOON.			
2:15—3:05	Third Book-k. & Law.	A. First Latin.	Second Latin.	B. English & Geog.	
3:05—3:15					Calisthenic Exercise.
3:15—4:05		Third Mathematics.	A. First Science.	Second English.	B. First Latin.
4:05—4:15	Chapel Exercises.				

CHAPTER XXII.

PEABODY TRUSTEES AND DR. CURRY.

There are at present seventeen scholarship students from Arkansas at the Nashville Normal College. During the first year of my administration the scholarship students were selected by competitive examinations, held at fifteen places throughout the State. During the second year no examinations were held, as non-scholarship students, attending at their own expense upon the sessions of this school, were sufficiently numerous to fill all the places.

The printed list herein will show the scholarship students from this State since 1878. It will be seen that many of them are prominently connected with our leading schools, and I am sure that their influence, as a rule, has been salutary in our educational circles. Many of them, however, have never engaged in teaching. These should return to the Peabody Trustees, at a convenient time, the money expended upon their education.

PEABODY EDUCATIONAL FUND.

The normal schools, together with the three and five months normal schools, described elsewhere, the district normal institutes and several schools, have been either entirely supported or aided by the Peabody educational fund. The appropriations made by Dr. Curry during the two years ending September 1, 1892, are as follows:

1891—Received from W. E. Thompson..	\$ 775 00
Received for schools	1,400 00
Received for institutes....	2,000 00
1892—Received for schools	400 00
Received for district normal schools	
and institutes.....	5,600 00
Total.....	\$10,175 00

The expenditures for the same time were :

1891—Schools	\$1,300 00	
Institutes	2,372 40	
1892—Schools	550 00	
Institutes	1,644 45	
District normal schools	4,035 16	
Total		\$9,902 01
Balance ..		<hr/> \$ 272 99

PEABODY NORMAL COLLEGE, NASHVILLE, TENN.

Scholarship Students From Arkansas.

1878-79.

Powell S. Carden	Lonoke.
Emma E. McClure	Fort Smith.
Florence G. McClure	Fort Smith.
Thomas S. Meek	El Dorado.

1879-80.

Powell S. Carden	Lonoke.
Emma E. McClure	Fort Smith.
Florence G. McClure	Fort Smith.
Thomas S. Meek	El Dorado.
Henry W. Miles	Hillsboro.
Wm. P. Montgomery	Fayetteville.
Henry C. Mounger	Meridian.

1880-81.

Wm. Bough	Dardanelle.
Wm. H. Coulter	Little Rock.
Frederic G. Hicken	Fort Smith.
Wm. Blakemore Hughes	Little Rock.
John A. McClure	Fort Smith.
Martie Pettit	Fort Smith.
John Marion Taylor	Toledo.

1881-82.

Virginia E. Brown	El Dorado.
Wm. H. Coulter	Little Rock.
M. R. Dial	Lehi.
Walter C. Hunt	Dardanelle.
John A. McClure	Fort Smith.
Martie Pettit	Fort Smith.
John Marion Taylor	Toledo.

1882-83.

James W. Butler	Bentonville.
John M. Gannaway	Fort Smith.
John D. Neal	Searcy.
Minnie D. Paschall	Searcy.
William J. Stanfield	Toledo.
Charles P. Trimm	Magazine.
Willie G. Weimer	Russellville.

1883-84.

James W. Butler	Bentonville.
John M. Gannaway	Fort Smith.
John D. Neal	Searcy.
Belle Petty, left during the session.	
James M. Sheppard	Three Creeks.
Wm. J. Stanfield	Toledo.
Charles P. Trimm	Magazine.
Willie G. Weimer	Russellville.

1884-85.

Minnie Lee Charles	Clinton.
John W. Condit	Tuckerman.
Annie Lee Cunningham	Fort Smith.
Arthur Elmore Lee	Russellville.
Fannie Meek	Fort Smith.
Ada Mixon	Searcy.
James William Parker	Paris.
James M. Sheppard	Three Creeks.

1885-86.

John L. Bouldin	Washington.
Minnie Lee Charles	Clinton.
John W. Condit	Tuckerman.
Everett B. Gibson.....	Des Arc.
Arthur Elmore Lee	Russellville.
Ada Mixon	Searcy.
James William Parker	Paris.
Jennie Wright.....	Monticello.

1886-87.

Jasper Newton Beakley.....	Pocahontas.
John L. Bouldin (deceased)	Washington.
May B. Dodd	Dardanelle.
Walter C. Dugan	Searcy.
Everett B. Gibson.....	Des Arc.
Seldon L. Laster.....	Harmony.
John H. Overton.....	Toledo.
John T. Porter.....	Harmony.
Jemmie Louise Wright	Monticello.
Jenette Belle Wright.....	Monticello.

1887-88.

Jasper Newton Beakley.....	Pocahontas.
Minnie R. Cook	Helena.
May B. Dodd	Dardanelle.
Walter C. Dugan.....	Searcy.
Seldon L. Laster.....	Harmony.
William A. Moffit	Russellville.
Sadie J. Peters	Fort Smith.
Ella Sadler	Ozark.
Janie W. Thach	Russellville.
Ollie Tilford.....	Warm Springs.

1888-89.

Minnie Rightor Cook.....	Helena.
Jeff. Thompson Cowling	Brownstown.
Harry Lee Farrior	Dardanelle.

William Alfred Moffit	Russellville.
Sadie Jane Peters	Fort Smith.
Jennie Pless.....	Pine Bluff.
Ella Morio Sadler.....	Ozark.
Jordan Sellers.....	Perryville.
Janie Winfield Thach.....	Russellville.
Ollie Tilford.....	Warm Springs.

1889-90.

Jeff. Thompson Cowling	Brownstown.
Ivy F. Davis	Pine Bluff.
Harry Lee Farrior	Dardanelle.
Mattie A. Hallum.....	Texarkana.
William O. C. Hamm.....	Warm Springs.
Richard Augustus Hearon	Hope.
Albert Sidney Pollard	Dover.
Marcus Jay Russell	Watkins.
Jordan Sellers	Perryville.
William Myers Wear.....	Paris.

1890-91.

Ivy F. Davis	Pine Bluff.
Mattie A. Hallum.....	Texarkana.
William Oliver Cromwell Hamm	Warm Springs.
Richard Augustus Hearon.....	Hope.
Albert O. Nichols.....	Clarksville.
Albert J. Pollard	Marble City.
Marcus Jay Russell	Watkins.
Susan Spencer	Charleston.
William Knox Tate	Siloam Springs.
William Myers Wear.....	Paris.

1891-92.

J. P. Brown	Hiram.
Matty L. Croom.....	Greenwood.
William Dowell.....	Wilcockson.
O. W. Gardner	Paragould.
Charles T. Garrett	Clarksville.

Albert Owen Nichols	Clarksville.
Finis Potter	Buck Range.
Albert F. Riley	Hope.
Lena Rorie	Lonoke.
Nettie E. Sample	Dardanelle.
James W. Slover	Rally Hill.
Susie H. Spencer	Fayetteville.
William Knox Tate	Siloam Springs.

RULES AND REGULATIONS CONCERNING PEABODY SCHOLARSHIPS

In the Peabody Normal College, at Nashville, Tenn.

I. The intent of the Peabody Board of Trust in establishing these scholarships in the normal college is to affect public education in the South through a high grade of professionally educated teachers.

1. The realization of this intent implies, on the part of teachers, high moral aims natural aptness to teach; an education of the liberal type; a knowledge of the history, theory, and art of education; and the pursuit of teaching as a vocation.

II. A Peabody scholarship is worth \$100 a year and the students' railroad fare from his home to Nashville and return, and is good for two years. The college year consists of eight months, beginning on the first Wednesday in October and closing on the last Wednesday in May, and scholarship students receive from the President of the college \$25 on the last days of October, December, February and April.

1. No payment will be made except for time of actual attendance.

2. Scholarships will be withdrawn from students who allow bills for board to go unpaid.

3. The student's railroad fare from his home to Nashville will be repaid within one month after entrance; and his return fare will be paid just previous to the close of the session in May. Students who leave the college before the close of the close of the term will not be paid their return fare. Rail-

road fare to Nashville will be paid only twice on the same scholarship.

III. These scholarships are distributed to the several States by the general agent, and are awarded to students through the State Superintendent of their respective States. The whole number of scholarships, at present, is 177, and they are distributed as follows:

Alabama, 16; Arkansas, 17; Georgia, 22; Louisiana, 12; North Carolina, 20; South Carolina, 14; Tennessee, 26; Texas, 20; Virginia, 18; West Virginia, 12.

1. No State can claim scholarships as a right. They are gifts from the Peabody Board of Trust, and as such, the ratio of their distribution, as well as their amount, may be changed, or they may be withheld altogether.

2. At the close of each college year the President will notify State Superintendents of the vacancies that are to be filled in their respective States for the ensuing college year, and send the names and standing of non-scholarship students who are deemed worthy of scholarship appointments.

IV. In the award of scholarships precedence is to be given to students who have been in the college for one or more years, at their own expense, and have there given proof of their fitness for the vocation of teaching.

1. In case there are more vacancies than can be filled in the manner just stated, resort should be made to competitive examination.

2. When State Superintendents cannot conduct these competitive examinations in person, they should be careful to delegate this duty to competent hands.

3. There would be a manifest advantage in selecting the same date for these examinations in the several States. The first week in August is suggested.

4. Only two years of scholarship aid will be given to the same student.

V. For the purpose of securing to all applicants a uniform basis of competition, the questions for examination will be prepared by the President of the college, and sent to the State

Superintendents for distribution to the examiners whom they may appoint.

1. These questions, with specific instructions for their use, should be sent to the examiners in sealed envelopes, which are not to be opened till the hour for examination has come.

2. Each competitor should be required to return the lists of printed questions to the examiners as soon as the answers have been written.

VI. The qualifications for becoming a competitor for a scholarship are as follows: The applicant must be not less than seventeen years of age, nor more than thirty; of irreproachable moral character; in good health; with no physical defects, habits, or eccentricities, which would interfere with success in teaching; and must purpose to follow teaching as a vocation.

1. The task of the examiners will be simplified by making a preliminary examination as suggested above. Good health is an indispensable qualification. Any candidate who has any chronic affection, such as weak lungs, or weak eyes, should be rejected at once.

2. The use of tobacco in any form is a disqualification for a scholarship.

3. If it should appear that a candidate intends to use his scholarship chiefly as a means of securing an education, or of ultimately preparing himself for some profession other than teaching, he should not be allowed to compete.

4. Persons of sluggish or indolent temperaments, of slovenly habits, or of vicious dispositions, should be rejected at once.

5. When a choice must be made between a young man and a young woman whose examination papers are of equal merit, the young man should be preferred.

VII. The minimum literary qualifications for securing a scholarship are the following: The ability to read fluently, to write a fair hand, to spell correctly, and to express thoughts in grammatical English; to solve problems of moderate difficulty under all the ordinary rules of arithmetic, and to demonstrate any ordinary arithmetical principle; to locate the principal

cities, rivers and mountains of the world, and to give the boundaries of any specified State of the union; to parse the words of any ordinary English sentence, and to correct ungrammatical English; to solve equations of two unknown quantities; to describe the leading events in the history of the United States. *The standard for entrance will be raised from year to year.* Students who propose to take the degree of Bachelor of Arts should come with one year's preparation in Latin.

1. In the main, the examinations should be written, but certain intellectual qualities can best be tested in the oral way.

2. The ability to think and to reason is of more importance than mere attainment of facts and rules. General intelligence and brightness may offset some deficiencies in more book-learning.

3. Good breeding, politeness, and a pleasant manner should be counted in a candidate's favor.

VIII. A scholarship is good for any two consecutive years above the freshman class; that is, for sophomore and junior, or for junior and senior, or for senior and post-graduate.

1. When scholarship students reach the college they will not be re-examined for admission.

2. As the number of scholarships is small compared with the number of competitors, it will often happen that some of those who miss the prize are competent to enter the sophomore class of the college. When persons of this class desire to enter the college, they will, on application receive from their State Superintendent a special certificate, which will admit them to the college without further examination. *This certificate has no money value.*

3. Students who have gained admittance to the sophomore class have the privilege of being examined for any of the higher classes. Candidates are recommended to prepare themselves for entering the junior class.

4. The completion of the junior course entitles the student to the degree of Licentiate of Instruction (L. I.); of the senior

course, to the degree of A. B., B. S., or B. L.; and of the post-graduate course, to the degree of A. M., M. S., or M. L.

5. The applicant for scholarship must be at least 17 years of age, must present to the president of the college a certificate of irreproachable moral character, gentlemanly or lady-like habits, and presumed good health; must declare his intention of making teaching a profession; must give a pledge to remain at the college two years, if the scholarship is continued so long; must promise to submit cheerfully to all its requirements in study, discipline, etc., and to teach in the public schools of his or her own State at least two years, if there is an opportunity.

6. Every member of the college is required to pay an incidental fee of \$10 a year. Text-books are loaned to pupils free of charge.

J. L. M. CURRY, *General Agent.*

Washington, D. C.

For catalogues, address the president.

W. H. PAYNE,, *Nashville, Tenn.*

EXTRACT FROM PROCEEDINGS OF THE TRUSTEES.

Distribution of Income Tax Since October 1, 1891.

ALABAMA.

Scholarships.....	\$2,340 36	
Teachers' Institutes	3,100 00	
Normal Schools.	4,400 00	
		\$9,840 36

ARKANSAS.

Scholarships.....	\$1,899 66	
Normal Schools or Institutes.....	6,000 00	
		7,899 60

GEORGIA.

Scholarships	\$2,240 00	
Teachers' Institutes.....	2,600 00	
Normal School, Milledgeville	1,200 00	
		6,040 00

LOUISIANA.

Scholarships.....	\$1,326 00	
Normal School, Nachitoches	2,500 00	
Teachers' Institutes	2,000 00	
Public Schools.....	1,000 00	
		<hr/>
		\$6,826 00

NORTH CAROLINA.

Scholarships.....	\$2,442 95	
Institutes	1,000 00	
Public Schools.....	2,000 00	
Greensboro Normal School.....	2,000 00	
		<hr/>
		7,442 95

SOUTH CAROLINA.

Scholarships.....	\$1,130 80	
Winthrop Normal College.....	2,000 00	
Claflin University	1,000 00	
Public Schools.....	2,800 00	
Institutes	1,500 00	
		<hr/>
		8,430 80

TENNESSEE.

Scholarships.....	\$3,602 95	
Institutes.....	2,000 00	
		<hr/>
		5,602 95
Peabody Normal School.....		13,250 00

TEXAS.

Scholarships.....	\$2,822 70	
Sam Houston Normal	4,000 00	
Institutes	2,000 00	
		<hr/>
		8,822 70

VIRGINIA.

Scholarships	\$2,536 85	
Hampton Normal	750 00	
Farmville Normal	1,750 00	
Petersburg Normal	300 00	
Institutes	3,200 00	
		<hr/>
		8,536 85

WEST VIRGINIA.

Scholarships.....	\$1,532 00
Normal Schools.....	1,000 00
Institutes.....	2,500 00
	<hr/>
	\$ 5,032 00
Special agency of Dr. A. D. Mayo	100 00
	<hr/>
	\$87,824 21

J. L. M. CURRY,
General Agent.

Washington, D. C., Sept. 30, 1892.

STATISTICAL TABLE,

Showing Attendance Upon Peabody Normal College.

	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1883.	1884.	1885.	1886.	1887.	1888.	1889.	1890.	1891.	Total.
Alabama				3	7	9	12	12	11	12	10	14	13	16	19	26	161
Arkansas				4	6	7	9	7	5	9	8	10	11	12	14	18	120
Florida			2	2	8	11	12	6	5	5	5	1	2	1	2	2	64
Georgia			10	15	20	23	23	14	14	12	14	15	15	22	28	39	264
Louisiana				2	2	2		7	6	4	5	8	9	9	11	17	80
Mississippi				7	12	14	17	14	15	14	7			1	2	9	112
Missouri									2			1		1	1		2
Kentucky									12	11		1	1	3	4	2	13
North Carolina					3	6	6	13	6	7	12	15	15	15	19	24	151
South Carolina					6	8	7	6	6	7	8	10	10	13	13	11	105
Tennessee	59	91	94	87	53	60	62	55	59	66	57	73	69	151	203	216	1,455
Texas				6	12	14	17	9	7	7	8	10	10	10	13	20	143
Virginia	1		7	5	8	9	8	11	9	15	14	15	16	16	17	20	171
West Virginia									3	3	5	6	6	9	12	15	62
Indiana														1	1		1
Ohio																1	1
Indian Territory																1	1
Iowa																1	1
Nebraska																	
Totals	60	91	113	131	137	161	173	157	151	165	153	178	177	280	359	422	2,911

CHAPTER XXIII.

FACTS ABOUT CHARTS AND CHART AGENTS.

During the winter of 1891-2 the County Treasurer of Baxter County addressed me a communication concerning his right to pay school warrants drawn by directors of common school districts upon the school fund to pay for charts, etc., where no previous vote of the electors had been taken to authorize the same, and to provide a tax therefor. He said that something more than twenty of these warrants were in his hands and that he refused to pay them before an investigation. Before this could be attended to a letter came from the Treasurer of Drew County, making about the same statement. Large numbers of letters followed these from treasurers, directors, examiners and electors from nearly every county in the State, and all voicing one question: "Have the directors of common school districts a right to draw warrants on the school fund to pay for charts not authorized by the electors?" I at once asked the Attorney General for a written opinion upon the question, which when obtained I promulgated to every part of the State in circular form as follows:

RIGHTS OF SCHOOL DIRECTORS.

CHARTS AN UNLAWFUL PURCHASE.

LITTLE ROCK, ARK, March 30, 1892.

Hon. J. H. Shinn, Superintendent Public Instruction of Arkansas, Little Rock, Ark.:

DEAR SIR--I am in receipt of your favor asking, "What authority have school directors of common school districts to purchase charts, maps, etc., for use in the schools of their district, and what must the warrants show to authorize the Treasurer to pay it?"

The statutes are not clear upon that point. It will be seen by reference to section 6219 of Mansfield's Digest that the directors are required to submit at the annual meeting of the district an estimate of the expenses of the district for a school for three months for the year, after deducting an estimate of the amount that will be apportioned to the district for that year; an estimate of the expense per month for continuing the school beyond the term of three months, and *an estimate of whatever else may be necessary for the comfort and advancement* of the school.

Beginning at the sixth clause of section 6109, *ibid*, the electors in their annual school meetings are required to determine the length of time beyond three months for which the school shall be taught; to determine what amount of money shall be raised by a tax sufficient with the revenue apportioned to the district, to defray the expenses of the school for such time as they may determine one shall be taught; provided, if sufficient revenue cannot be raised to sustain a three months' school, they may determine to have no school, etc.

Orders drawn upon the Treasurer shall state the *services or consideration* for which they are drawn, and *the name of the person rendering the same*. (Section 6221.) When any *warrant properly drawn* by the directors is presented to the treasurer, he shall pay the same out of the funds in his hands *for that purpose* belonging to that district. (Section 6222.)

The clerk of the board of directors shall keep a record of the proceedings or minutes of the district meetings in a book provided for that purpose. He shall, on or before October 1 of each year, furnish to the County Clerk an authenticated copy of so much of the record as shows the amount of money voted to be raised by the district for school purposes.

(Section 6226.) He shall also keep in a book provided for that purpose the accounts of the district by debits and credits, including an account with County Treasurer, and present the same to each annual meeting, showing the current expense for the year for the school 'houses, outbuildings fences, stoves, wood, maps, charts, blackboards, a dictionary, and other neces-

saries for a school, the date of each warrant drawn, and the services or considerations for which drawn, the amount of taxes levied on the district for school purposes for the year, *the different purposes* for which said taxes were levied, and the *amount levied for each purpose*. If, upon examination at the annual meeting, the reports be found correct, it shall be approved and filed with the records of the district. (Section 6225.) In their annual report to the county examiner, provided for by section 6227, the directors are required to state the amount of taxes voted by the district during the last school year, *for what purpose voted*, and the amount for *each purpose*, amount drawn from the county treasury for each purpose for which money was raised by district tax the previous year. The report shall be recorded in the book containing the current record of the district.

These regulations are in harmony with the following provisions in section 3, article 14, of the Constitution of the State, namely: "The General Assembly may by general law authorize school districts to levy by a vote of the qualified electors of such district a tax not to exceed 5 mills on the dollar within any one year for school purposes; provided further, that no such tax shall be appropriated to any other purpose, nor to any other district than that for which it was levied."

It seems that the question of the purchase of articles "for the comfort and advancement of the school" (see section 6219) must be submitted to the electors at the annual meeting, and the voting of a tax for that, or for any purpose, is left to their discretion. The directors make estimates of expenses of the school, but these do not bind the district. The electors have the *power and authority of determining what amount of money shall be raised*, sufficient with their apportionment, to defray the expenses of the school, etc. They have the right to adopt or reject the estimates of directors, which are in the nature of recommendations. A record is made of these proceedings. An authenticated copy of these records is made to the County Clerk before the meeting of the court to levy taxes. The reason for the system is, that the electors of school dis-

tricts are the corporators. They are the patrons of the school, and are directly interested in it. They are generally the taxpayers and interested in taxation. No tax can be imposed but by their vote. The directors make and propose measures with estimates to them. They *determine* upon them. These transactions are at the beginning of the year. At the close of the year they are required to make the report to the electors of their whole year's transactions. This report is subject to their approval before it goes on record of the district. They have the pre-determination of these matters, and a strict system of accounting, if it is properly enforced.

I am, therefore, of the opinion—

1. That the directors of the common school districts have not the authority to purchase furniture, maps, plats, etc., for their districts without having been previously authorized by the electors at the annual meeting, and a tax voted with which to pay therefor.

2. That the warrant must show the amount due, the services or consideration for which drawn, the name of the person rendering the same, and in whose favor drawn.

3. That when a warrant so drawn by a board of directors of a district is presented to the Treasurer, he shall pay the same out of any funds in his hands for that purpose belonging to that district.

Yours truly,

W. E. ATKINSON,
Attorney General.

N. B.—The best charts in the market for common school districts may be had at rates ranging from five to twenty dollars. The best outline maps may be had at rates ranging from ten to thirty-five dollars per set. Good charts and maps are a great advantage. If directors of common school districts desire any of these articles they should apprise the electors of this fact at the May election, and ask them to vote a certain amount of money for this purpose. The fund derived from the State and the poll tax cannot be used for that purpose. The local tax cannot be used unless specifically voted to that purpose.

J. H. SHINN,
Superintendent Public Instruction.

This circular brought the chart business to a dead halt and transferred the energy of some of the agents to a malignant attack upon me and Attorneys General Atkinson and Jones, for Attorney General Jones, in an opinion addressed to my predecessor, Hon. W. E. Thompson, on February 20, 1886, said:

I am, therefore, of opinion—

1. That the funds derived from the State, and from the per capita tax, and from the tax voted by the district at the annual school meeting, after they reach the county treasury and are apportioned by the County Court to the school district, become the absolute property of such district for the purpose of maintaining public schools therein, subject to disbursement on the warrant of the board of directors of a separate school district.

2. That in other than separate school districts, the school directors may apply such funds to no other purpose than those *directed by a majority of the electors* of the district at their annual school meeting.

3. That in other than separate school districts, the electors may, at their annual meeting, fix a site for the school house, or raise money for building or purchasing a school house, provided the directors have given notice that these matters were to be submitted for consideration and action, as required by section 69 of the school law of December 7, 1875.

4. That it is within the power of the board of directors of separate school districts to apply any part of the fund belonging to such district, which has not been otherwise appropriated, to the purpose of building and purchasing a school house irrespective of the source from which such fund came; but that such power cannot be exercised by the directors of other school districts, unless they have been *authorized to do so by the electors of the district* at an annual school meeting. See *School Act of December 7, 1875*; *Lee v. Trustees of School District*, 36; *New Jersey Equity Reports*, 581; *Mansfield's Digest*. Chapter 135.

Respectfully, etc.,

DAN W. JONES,
Attorney General.

It is but just to say that the majority of the chart men accepted the opinions of the Attorneys General as law and quit the business. Some of the leading ones in the East placed the matter in the hands of their Eastern attorneys and were informed that the opinion was sound law. They then asked me how to proceed to collect their unpaid bills. I answered them that the best and only way was to present the matter to the electors at the next annual meeting. Others whose methods of sale were less reputable, issued counter circulars, slanderous and misleading, and scattered them throughout the State prior to the State election. They have since mailed copies of their circulars to many members of the Legislature. Their methods of sale were disreputable in the main, and if investigated by the grand juries would put many of them in prison. Some directors write that their names were forged to the warrants; others that they were asked to sign a recommendation which turned out to be a warrant; others were informed that a new law had been passed requiring the purchase of the charts, etc.

I have made no war upon chart agents. I respect all of them who are worthy of regard. My whole work was to answer the questions of officers and to enforce the law. I believe that the opinions of the Attorney General in 1886 and in 1892 are good law. I shall continue to enforce it until it is changed by the Legislature. The school fund is a sacred fund for the education of the children and cannot be made to support any object not clearly contemplated by the law. Other Supreme Courts have held that the maps, charts and globes are not necessities and that treasurers are not authorized to pay the warrants drawn by directors in payment of the same unless the electors have authorized the purchase and supplied the tax. This is fair to all and places the whole matter where it should be—in the hands of the people of each district. If they want these educational aids and are willing to pay for them let them so decide at the annual meeting. But unless they do, the directors have no right to charge them to the common school fund, and treasurers have no right to pay such warrants so drawn. An investigation of the treasurer's reports elsewhere will show the magnitude of the evil and the necessity for an enforcement of the law.

CHAPTER XXIV.

STATE CERTIFICATES GRANTED SINCE 1874,

The date of the present Constitution. All others are revoked subject to renewal upon satisfactory evidence of present professional standing.

1874.

H. H. Jackson, R. Floy Montgomery, Rose Galligan, L. M. Wadley, R. S. Woods, Daniel M. Shepherd, Mary M. Lawrence, Mrs. M. A. Hoover.

1876.

C. J. Nugent, John B. Bond, D. C. B. Connerly, Junius Jordan, Mrs. E. M. Averill, William Sutton, I. J. Brooks, — Connely, J. S. Willbanks, W. C. Honeywell, John B. Mackintosh, Dan W. Edwards, Julius W. Thompson, J. M. Fish, Bascom Ward, W. J. Preston, Mary Jones, W. E. Thompson, Thomas W. Hays, W. W. Saunders, John H. Riggins, J. C. Richards, C. A. McKibben, W. N. Shinn, Charles O. Turleville, T. R. Thornton, E. F. Officer, J. L. Wesson, M. E. McBride, L. H. Williams, Miss Webb, J. C. Hardin, J. W. Frayser, A. T. Deloney, J. H. Callaway, Joseph Estes, W. C. Parham, L. M. Lewis.

1877.

Mrs. Myra C. Warner, R. H. Parham, Jr., J. C. Corbin, Annie D. Haile, O. H. Tucker, Ruth E. Hearne, Allin E. Chrisman, John P. Leake, James A. Peebles, J. F. Howell, Pattie Collins, John T. Walker, F. Thurm, H. M. Hodge, J. R. Roberts, J. C. Massey, C. A. Watson, R. G. Woods, R. W. Hammett, Ruth McBride, V. M. Leverett, J. E. Duell, W. C. Ferrell, J. O. Blakeney, D. F. MacDonald, Lile M. Smith, C. Pope, Christie Skinner, Herbert M. Skinner, H. N. Whiaton, T. L.

Harris, James W. Stuart, John W. Blackwood, John H. Woods, J. A. Pettigrew, Mollie Malone, Almond B. Cockrell, Mary M. Cockrell.

1878.

Robert M. Thrasher, Mattie Chrisman, Juliet Fletcher, M. C. Donohoe, John Barton, J. M. Adkins, Mary Rudd, Bessie B. Cunningham, R. L. Hutchins, M. Savage, J. M. Pettigrew, Virgil W. Beavers, Julius W. Thompson, R. E. Huddleston, D. H. Williams, William M. Keith, R. B. Cavett.

1879.

T. J. Jones, J. H. Wymer, Harry W. Cockrill, J. J. Doyne, R. Jennie Lee, John C. Littlepage, John W. Jones, Susan J. Jenkins, J. F. Rives, Jr.

1880.

Reed Fletcher, Paul Graham, J. J. Flahiff, W. S. Sutton, R. F. Hooper, I. L. Burrow, George W. Hill, A. J. Haile, David L. King, W. H. Gladney, Albert Elfe, Richard S. James, W. F. Wilkins, J. O. Sampson, C. L. Sampson, Miss Mary Hill.

1881.

H. N. Tellett, W. J. Miller, A. M. Moss, L. J. Carroll G. A. Jones, J. F. Rives, Sr., Miss E. E. Rives, LeRoy Bates.

1882.

Moses H. Eastman, B. P. Baker, H. N. Wheaton, R. F. Hooper, J. R. Rightsell, W. L. Hodge.

1883.

Benjamin A. Franklin, Anthony Hall, Orlando M. McPherson, G. A. Hayes, Nathan W. Kuhn, Mrs. Susan F. McDonald, J. L. Taff, M. Shelby Kennard, John W. Colquitt, W. E. Bryan, James G. Smith, Thomas L. Cox.

1884.

Josiah H. Shinn, C. S. Cable, Thomas A. Futrell, G. W. Stuckey, Miss Minnie A. Cook, F. L. Harvey.

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1885.

J. G. Yarborough, R. C. Winton, R. W. Shive, John H. Dye, E. T. Baird, Isaac A. Clarke, C. P. Hudson, Mrs. Kate S. Dye, N. T. Veatch, H. M. Butler, W. C. Smith, Thomas Owens, Miss Fannie Mitchell, Miss Blanche Mathews, Mrs. H. R. Thompson.

1886.

T. A. Parkenson, B. G. Wasdon, J. A. M. Lanier, S. H. Pope, D. F. Withers, W. A. Garner, H. L. Rayburn, William Dobson, Mrs. D. F. Withers, Miss Annie Wells, Miss Jennie Shive.

1887.

W. P. Johnson, Miss Hallie Lawrence, J. C. Langston, Mrs. E. D. Frierson, J. P. Coleman, D. L. Thompson, Miss Laura S. Mellen, William Moseley, H. C. Moore, Sue Senter King, A. W. Stark, H. A. Nickell, W. T. Griffin, J. A. Kimbrough, L. Alice Patton, J. H. Taff, J. H. Hinemon, Hubert J. Hall, J. W. Parker, Arthur E. Lee, G. P. A. Brown, colored, J. H. Setliff, L. E. Quinn.

1888.

Mr. C. T. Baker, Hon. C. T. Gordon, Mr. T. L. Harvey, W. S. White, T. J. Crawford, Mrs. T. J. Crawford, Geo. H. W. Stewart, Ben C. Duffie, T. T. C. Anderson, D. C. Cowling, O. C. Gray, E. B. Dodson, Thomas Crawford, Mrs. Annie C. Wilson, Miss Mattie Williams, J. H. Hudson, T. S. Cox, J. Walker Conclitt, Mrs. M. D. Early, F. R. Earle, S. L. Laster, J. W. Southerland, C. E. Morris, J. H. Glotfelter, Calvin Henderson.

1889.

John S. Gladney, Mr. John Green, Miss Ruth K. Green, Miss Nannie H. Wilson, E. H. Carson, A. Woods, Charles T. McClintock, H. P. Burney, W. F. Resselim, C. F. Brizzell, Miss Mary Dodd, L. B. Poindexter, Mrs. B. B. Sterling, Miss Hattie L. Meyer, E. Hopkins, L. B. Poindexter, Miss Anna Putman, Miss J. L. Cravens, Miss N. J. Williams, Miss Missie Baker, W. H. Woodall, B. P. Baker, J. B. Martin, J. M. C. Vaughter, Annie S. Duffie.

1890.

M. Savage, James Edward Wheat, W. E. Rosser, P. M. McKay, W. L. Edmiston, Elias Core, G. A. Warren, Virginia Boyd, M. E. Rightsell, Minnie Chestnut, J. L. Holloway, D. L. Thompson, Thomas P. Murrey, J. G. Ish, J. O. W. Alexander, Miss Lina Reed, W. D. Leiper, Lizzie C. Poindexter, G. S. Minmier, Mrs. Emma B. Frierson, duplicate, T. A. Futrell, duplicate, W. E. Thompson, Mrs. H. R. Thompson, Mrs. Julia Candler, Carroll F. Armistead.

1891.

John W. Wilkinson, W. O. McKay, Albert Elfe, duplicate, J. C. Pinnix, Miss Mattie Hallum, W. B. Toon, T. J. Herrn, Jeff T. Cowling, A. Alleman, Elias E. Mercer, John M. Roach, William Falconer, S. D. Campbell, J. C. Townsend, W. A. Ramsay.

1892.

Miss Emma McClure, I. C. Gibson, Mrs. I. A. Williams.

1893.

N. P. Gates, Sr., duplicate ; Miss Rose Galligan, duplicate ; Col. R. D. Allen, J. W. C. Gardner, George B. Cook, Louis Rhoton.

CHAPTER XXV.

SCHOOL BOOKS AND THEIR PRICES.

During the spring of 1891 I addressed letters to the publishers of all books that had been previously recommended by this department, and that were then in use in the schools of the State, asking them to state the lowest retail price of their books to consumers and the lowest price to dealers.

The publishers, without exception, answered the letters, and stated two sets of prices, a net contract price to boards and dealers and a retail price, at which they were willing to bind themselves by bond to furnish their books.

An investigation of these prices convinced me that the retail prices which had obtained in Arkansas were far too high.

I at once made a series of contracts with these publishers and condensed their substance into a circular, which I tried to distribute to every district in the State.

The prices stated are the retail prices of the publishers postage paid; the net contract price being 20 per cent. less than the retail price, open to school boards and dealers. The freight to be a charge upon boards or dealers.

The following is a copy :

STATE OF ARKANSAS, DEPARTMENT OF EDUCATION,

LITTLE ROCK, ARK., August, 1891.

To the School Patrons of Arkansas :

Deeming it my duty to secure the lowest retail rates possible for the various school books used in the public and all other schools of the State, I addressed letters soon after my induction into office to all the publishers of school books stating that I would place no books upon my list for use in the schools whose publishers did not agree with me in writing to furnish to any book-user or board of directors said books at the lowest

retail cash rate at which said book could be obtained, postage paid, in any part of the United States.

Although I have not had time to make a new list of books I take pleasure in laying before the whole people the retail cash rates at which the books upon the old list made up by my predecessor should be sold by the retail dealers. If they refuse to sell at the rates named below, and you deem it advisable, you have but to order these books from the publishing houses, and they will be sent to you at the prices quoted, postage paid. I am glad to say that the great retail dealers of Little Rock, Hot Springs, Ozark, Paris, Dardanelle, Atkins, Morrilton, Russellville, Clarksville, Gurdon, Arkadelphia, Bentonville, Rogers, Searcy, Clinton and Perryville will retail these books for cash at the rates I have been able to secure from the publishers, and I firmly believe that in a short time these rates will prevail in every district in the State. There is no reason why they should not prevail now.

Here are the retail rates at which any of the following books may be had from your dealer, possibly; from the publisher, postage prepaid, certainly:

Books published by the

AMERICAN BOOK COMPANY,

37 Walnut street, Cincinnati, Ohio: McGuffey's Revised First Reader, 17 cents; Second, 30 cents; Third, 42 cents; Fourth, 50 cents; Fifth, 72 cents; Sixth, 85 cents; Swinton's First Reader, 18 cents; Swinton's Primer and First Reader, 25 cents; Second Reader, 35 cents; Third, 50 cents; Fourth, 65 cents; Fifth, 90 cents; Sixth, \$1.08; Appleton's First Reader, 18 cents; Second, 30 cents; Third, 38 cents; Fourth, 50 cents; Fifth, 90 cents; Barnes' New National First Reader, 20 cents; Second, 35 cents; Third, 50 cents; Fourth, 70 cents; Fifth, 90 cents; McGuffey's Spelling Book, 17 cents; Elementary Spelling Book, 10 cents; Swinton's Word Book, 18 cents; Swinton's Word Primer, 15 cents; Webster's Primary Dictionary, 48 cents; Common School Dictionary, 72 cents; High School Dictionary, 98 cents; Academic Dictionary,

\$1.50; Davies' Primary Arithmetic, 15 cents; Davies' Intellectual Arithmetic, 25 cents; Elements, 35 cents; Practical, 60 cents; Ray's New Primary, 15 cents; Ray's New Intellectual, 25 cents; Ray's New Elementary, 35 cents; Ray's New Practical, 50 cents; Barnes' Primary History, 60 cents; Barnes' Brief History, \$1; Swinton's First Lessons in History, 48 cents; Swinton's Condensed United States History, 90 cents; Swinton's Language Primer, 28 cents; Swinton's Language Lessons, 38 cents; Swinton's New English Grammar, 56 cents; Harvey's Elementary Grammar, 42 cents; Harvey's Revised English Grammar, 65 cents; New Eclectic Elementary Geography, 55 cents; New Eclectic Complete Geography, \$1.20; Barnes' Elementary Geography, 55 cents; Barnes' Complete Geography, \$1.25; Harper's Introductory Geography, 48 cents; Harper's School Geography, \$1.08; Appleton's Elementary Geography, 55 cents; Appleton's Standard Higher Geography, \$1.25; Swinton's Introductory, 55 cents; Swinton's Grammar School Geography, \$1.25.

All copy books from all houses 10 cents.

The following books published by the

STANDARD SCHOOL BOOK COMPANY,

St. Louis, Mo.: Standard First Reader, 18 cents; Second, 30 cents; Third, 42 cents; Fourth, 48 cents; Fifth, 60 cents; Spelling Book, 18 cents; Elementary Arithmetic, 42 cents; Complete Arithmetic, 60 cents.

Books published by the

UNIVERSITY PUBLISHING COMPANY,

New York City: Holmes' First Reader, 15 cents; Second, 25 cents; Third, 40 cents; Fourth, 50 cents; Fifth, 72 cents; Maury's Elementary Geography, 55 cents; Maury's Revised Manual, \$1.25; Maury's Revised Physical, \$1.20; Venable's Elementary Arithmetic, 40 cents; Venable's Practical Arithmetic, 65 cents; Holmes' History, \$1; Sanford's Primary Arithmetic, 20 cents; Intermediate, 36 cents; Common School, 64 cents; Higher, \$1.

Books published by

E. H. BUTLER & CO.,

Philadelphia: Butler's First Reader, 20 cents; Second, 30 cents; Third, 40 cents; Fourth, 50 cents; Fifth, 60 cents; Butler's Elementary Geography, 54 cents; Butler's Complete Geography, \$1.20; Butler's Physical Geography, \$1.08; Butler's New American Arithmetic, Part I, 20 cents; Part II, 30 cents; Practical, 60 cents; Butler's Pictorial History, \$1; Butler's New Primary Speller, 15 cents; Butler's New Advanced Speller, 25 cents.

Books published by

EFFINGHAM MAYNARD & CO.,

New York City: Graded Lessons in English, 40 cents; Higher Lessons in English, 65 cents.

Books published by

F. F. HANSELL & BRO.,

New Orleans, La.: Hempstead's School of Arkansas, 90 cents.

Books published by

D. C. HEATH & CO.,

Boston: Hyde's Practical Lessons in English, Part I, price 28 cents; Part II, 40 cents; Part II, enlarged, 48 cents.

Books published by

J. B. LIPPINCOTT CO.,

Philadelphia, Pa.: Worcester's Primary Dictionary, 48 cents; New School Dictionary, 80 cents; Comprehensive, \$1.40; Academic, \$1.50; Derry's History of United States, \$1.08.

In all cases where the retail dealers are not willing to sell at these prices any individual may order any one of the above books from the house which publishes it at the price named, and it will be sent to him, postage paid. Should boards of directors desire to send for their own books, they may deduct 20 per cent. from the prices named. The freight in such cases must be paid by the directors.

During the winter I shall revise the list and cut it down to three books upon each subject. After that a list of common school texts and of high school texts will be published, with the lowest retail cash prices at which they may be had anywhere.

I have the honor to be, yours respectfully,

JOSIAH H. SHINN.

Superintendent of Public Instruction.

These contracts have made it possible for every district to obtain books at rates quoted to dealers; also, for every citizen to obtain all needed books at the present retail rates, being 20 per cent. in advance of the rate to dealers. They also settled the book question in all places where the circular was distributed and followed. The prices of books in Little Rock and Fort Smith, and in nearly all other towns, are about as low as the prices in California, where State publication exists, or in Mississippi, West Virginia or Indiana, where State contracts prevail.

I herein print the lawful prices in Mississippi. It will be observed that they are the maximum prices to dealers and not to consumers. If from the prices quoted above to consumers 20 per centum be subtracted the Mississippi prices to retailers will be obtained.

TABLE SHOWING THE PRICES AT WHICH PUBLISHERS HAVE CONTRACTED TO SELL
THE BOOKS TO LOCAL RETAIL DEALERS.

SPELLERS	Swinton.		Reed.	McGuffey.		Hansell.
	Primer.....	\$0 12	Word Lessons	Eclectic.....	\$0 14	Primary
	Word Book	14				\$0 11
READERS	McGuffey.		Holmes.	Barnes.		Swinton.
	First.....	\$0 14		\$0 16		\$0 14
	Second	24		28		28
	Third	34		40		40
	Fourth	40		56		52
	Fifth	58		72		72
GEOGRAPHIES	Maury.		Swinton.	Barnes.		Monteith.
	Revised Elementary	\$0 44	Introductory	Elementary	\$0 44	First Lessons.....
	Manual (Miss Ed)	1 00	Elementary	Complete	1 00	Introduction
	Physical	96	Grammar School			Manual
ARITHMETICS	Robinson.		Wentworth.	Sanford.		Venable.
	Primary.....	\$0 14		Primary	\$0 16	
	Rudiments	26		Intermediate	29	
	Practical	54		Common School.....	51	
	Higher.....	80		Higher	80	
MENTAL ARITHMETIC	Robinson.		Sanford.	Davies.		Ray.
	Intellectual	\$0 13		Intellectual	\$0 20	Intermediate
GRAMMARS	Reed & Kellogg.		Harvey.	Bingham.		Knox-Heath.
	Graded Lessons	\$0 30		Elementary	\$0 34	Part I
	Higher Lessons	50		English Grammar.....	52	Part II
COMPOSITIONS	Reed & Kellogg		Quackenbos.	Knox-Heath.		Swinton.
	Graded Lessons ..	\$0 30		Part I	\$0 34	
	Higher Lessons ..	50		Part II	50	School Composition.....
HISTORIES	Chambers.		Eggleston.	Barnes.		Swinton.
	School	\$0 48		Primary	\$0 48	Primary
	Higher	80		Brief	80	Condensed

TABLE OF PRICES TO RETAIL DEALERS.

SPELLERS	Watson. Graphic, \$0 16 Complete 16	Webster. Per dozen \$0 90	Lippincott. \$0 16	Harrington. \$0 20	Holmes. Elementary \$0 11½
READERS	Lippincott. \$0 16 First 26 Second 35 Third 48 Fourth 51 Fifth 72 Sixth 80	Watson. \$0 15 28 40 51 72 80			
GEOGRAPHIES	Eclectic. Elementary, ... \$0 44 Complete .. 96	Bulter. Elementary, ... \$0 44 Complete 96	Cornell. Primary, \$0 31 Intermediate, ... 69 Complete 1 00	Appleton. Elementary \$0 44 Higher 1 00	
ARITHMETICS	Ray. Higher, \$0 68 New Elementary ... 28 Practical 40	White First Book \$0 21 Elementary 40 Complete 52	Davies. Primary \$0 12 Elementary 28 Practical 48	Nicholson.	Thomson. First lessons \$0 30 Complete 70
MENTAL ARITHMETICS	Brooks. \$0 25	Colburn. Second Part ... \$0 60	Venable.	Thomson. \$0 32	
GRAMMARS,	Holbrook. Training Lessons .. \$0 32 New English 52				

The object of the department to secure good books at low and reasonable prices has been accomplished.

In Ohio the statute permits the retailer to add 10 per centum to the net contract price; this prevails also in Missouri. But this is hardly fair to the retailer, and an efficient supply of books, unless furnished free by the State, must always come through this channel. Along railroads 20 per centum above the net contract price will yield a profit to the dealers, but in localities far removed from railroads the profit is very small. Reduce this to 10 per centum and the retail supply will stop in a very large area of the State. In Ohio school boards are permitted to buy at net contract prices and to pay the freight out of the district contingent fund. We have no such fund. If the State is prepared to take charge of the distribution of all books, or to make them free to all children, then prices ranging from 1 to 4 cents lower than the net contract rates to dealers as named in my circular upon books retailing at 72 cents and less may be obtained. If the supply is to come through retail dealers the prices as published are reasonable and low, and it only remains to make them uniform throughout the State. In States where the lowest contract prices obtain there is great complaint. One form of this is from dealers who are forced out of the trade; another form is from the people, some saying that the books cannot be had and others that a cheap book is furnished to suit the cheap price. The cheap prices advertised by this department are for the best books, and the number contracted for and advertised makes it possible for each district, the unit of adoption, to select and obtain the very best books known to school men. It has been argued that books should be adopted by the State, and be uniform throughout the State. The consensus of opinion in States where this has been tried, and among leading educators in other States, is that this is not best. States that have tried it have gone back to the old method of local selection.

Judge Draper, the eminent State Superintendent of New York, in his report for 1892, used the following language :

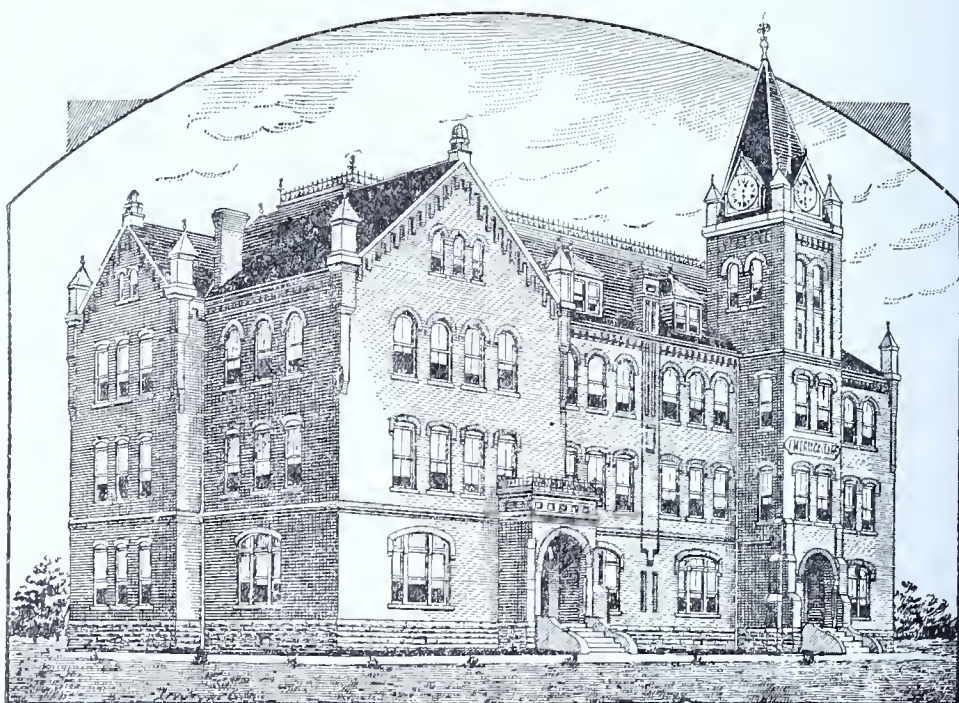
“ There has been some general discussion during the last year concerning text-books used in the schools. At the last session of the Legislature bills were presented providing not only that a uniform set of text-books should be used in all the schools of the State, but also that the State should itself determine what books should be used and then manufacture and supply them at cost.

“ There are undoubtedly evils connected with the adoption or designation of text-books. There are also evils consequent upon an entire failure to adopt or designate text-books. In some cities and villages there are divers kinds of text-books used. This is sometimes found to be the case in the same school, and sometimes even in the same class. It is much more commonly found to be the case in the outlying districts than in the villages. In some places text-books may have been changed more frequently than necessary. It is quite likely that higher prices have been charged than was proper, but such knowledge as I have leads me to believe that where this is so, it is because of lack of competition among local dealers rather than lack of competition among manufacturers, to which it is commonly attributed.

“ The text-book plays a most important part in the operations of the school. The old style of text-book will not suffice now. The schools must have, and will have, the best they can get. Local officers and teachers will exercise their discretion as to what are the best. I have no hesitation in expressing the opinion that if it were provided by law that a prescribed set of books, and only such, should be used in all the schools of the State, there would be most violent and general opposition and dissatisfaction in consequence of the measure. Moreover, the experience of numerous other States which have undertaken to publish text-books, has been disastrous. They have found themselves unable to produce books equal in form of subject-matter to those made by private manufacturers. On the contrary, they have in every case expended much more money than was at first contemplated, and in the end have had little to show for it. If the State were able to produce the best text-

books and at reasonable cost, as it is not, the results would otherwise be disadvantageous. It would discourage authorship, discontinue competition among makers and stop the constant improvement in the matter, style and character of the books which has been so marked in the past and which has done so much for the schools. In short, it would be an assumption by the State of what may be better left to individual enterprise." And the evils so well set out by Judge Draper in reference to State adoption are of equal magnitude when applied to county adoption. The county is not a school unit, and does not enter into the school economy. The district adopts under the law, and in the district uniformity is desirable. No reason exists for a uniformity of texts in schools not connected with each other, and which are, in fact, as independent of each other as though located in different counties, except for the few who move. In every district uniformity should be enforced under the present law.

Adoptions have been legally made and the books bought in more than three-fourths of the districts of the State. It is unfair to these districts, generally the largest book users, to subject them to the expense of another complete purchase. The great need at present is an enforcement of the law requiring district adoption. Another needed law is that which prevails in Iowa. When a child removes from one district to another, if the books are of different adoptions, the directors should be empowered to buy the books of the child and to sell them again. This class is small and its demands should not be permitted to lay a burden upon the 95 per cent. of the children who do not move. To these there should be another making it unlawful to charge more for any school book than the contract prices to consumers, as hereinbefore set out. These changes would unite uniformity, cheap and good books, local control and provision for moving children into harmonious interaction only surpassed by free books, the logical sequence of free schools.



HENDRIX COLLEGE, CONWAY, ARK.

CHAPTER XXVI.

FACTS ABOUT COLLEGES.

For the year ending June, 1892, the following students were enrolled in the various colleges of the State :

Arkansas Industrial University	556
Searcy College	131
Hendrix College	166
Arkansas Cumberland College.....	218
Branch Normal College	239
Galloway Female College.....	253
Arkansas College (estimated)	170
Arkadelphia Methodist	174
Ouachita Baptist	306
Philander Smith (estimated)	120
Little Rock University (estimated)	220
Hiram and Lydia (estimated)	180
Arkansas Female College (estimated)	80
Southland College (estimated)	100
Arkansas Medical College.....	138
Central Baptist College.....	
Mt. Vernon College.	170
Total.....	<u>3221</u>

Of these fully 60 per cent. were in the preparatory department, leaving the collegiate attendance proper about 1288.

The total valuation of college property, nearly all of which is new, is about \$715,000.

Table XVI will show many other items of interest.

This is the first attempt to gather college statistics, and the effort has not been entirely successful. The courses of study and faculties of many of these institutions are also printed. A casual examination of the courses of study will reveal the fact that the requirements for admission, as well as the requirements for graduation, are very different amongst these institutions. In other words, a college degree has no very definite meaning. The greater portion of these local colleges are doing the work of secondary instruction, and are really "high schools." All of them are loaded down with students in their preparatory

departments, and several of them do primary and intermediate work. The charters of these schools are based upon a collegiate course, and it is very questionable whether they have authority to do any work below the ordinary preparatory work for good colleges. The disposition upon the part of the directors of these institutions to multiply classes below the freshman class, is retarding the development of high schools throughout the State, as well as creating in the minds of our citizens an entirely erroneous idea of the functions of a college. Every lowering of true ideas of college work is a creation of false standards to undermine every vocation in life. Worthless degrees make a low order of scholarship and thought, and remain to plague the community that issues them. Whatever of high value there may be in superior instruction should be vouchsafed by the State, and all else prohibited. The State of New York has reached the plane of thought which forbids by statutory enactment any assumption of the words "College or University," without authority from the Board of College Regents. This is a protection to the thousands who seek an honest degree, but are not able to differentiate the college from its spurious imitations. In Arkansas the Board of Common School Commissioners are required to examine the charter presented by the board of trustees of any proposed institution, and if this is found to be in accord with the Statute, to attach a certificate thereto, stating that said charter is granted and the trustees empowered to do all acts contemplated by the law. The law explicitly requires that the course of study of such university or college shall always be equivalent to the customary collegiate course of such institutions. This implies the right of the State to regulate these institutions and to follow them with some kind of supervision looking to an honest execution of the law. The word college should be as sacred as the words wife or mother, and no elementary adventure should be permitted to stain the escutcheon or degrade the work. The creation of a board of regents with carefully defined powers would correct the abuses and beget a more rigorous classification. When we shall have made it difficult to enter

college, and shall have made it impossible for mere adventure to traffic in mentality as it would shovel coal or split wood, then will high schools with logical ends and means spring into vigorous life, and colleges ennoble our State by wider and grander inductions, deeper and truer deductions, loftier and broader forms of thought. It is better in every way that a boy should always attend a good academy than to graduate from a poor college.

TABLE XVI.—Continued.

NAME OF INSTITUTION.	Professors and Students—Distribution in Departments or Schools.												
	Preparatory.				Collegiate.				Post-Graduate.				
	Professors.		Students.		Professors.		Students.		Professors.		Students.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Male.	Female.	Total.	Male.	Female.
1891.													
Arkansas College	6	1	7	31	18	49	6	1	7	60	40	100	..
Searcy College .....	..	..	..	76	..	..	..	..	..	79	..	..	..
Arkadelphia Methodist College	2	8	10	14	18	32	..	1	..	47	81	128	..
Ouachita Baptist College	1	3	4	90	90	180	3	3	6	75	50	125	..
Arkansas Cumberland College .....	..	3	3	39	56	95	4	..	4	35	37	72	..
Philander Smith College	2	2	4	23	5	28	3	1	4	8	5	13	..
Branch Normal College	3	1	4	125	90	215	3	1	4	..	..	..	..
Hendrix College	4	..	4	85	25	110	5	..	5	45	3	48	..
1892.													
Arkansas Industrial University	1	4	5	251	119	373	24	2	26	117	66	183	5
The Searcy College	1	1	2	31	..	31	5	1	6	100	..	100	2
Hendrix College	2	..	2	41	12	53	5	..	5	33	5	38	69
Arkansas Cumberland College .....	..	3	3	45	59	101	4	..	4	53	60	113	6
Branch Normal College	3	1	4	126	56	172	3	1	4	..	..	..	75
Galloway Female College .....	..	2	2	..	69	69	6	10	16	..	181	181	3
Arkansas College .....	..	..	..	..	No re	port	..	..	..	..	..	..	3
Arkadelphia Methodist College .....	..	..	..	..	23	..	..	..	..	..	148	148	3
Arkadelphia .....	..	..	..	..	In	Literary	De	part	ment	..	..	..	..
Philander Smith College (colored) .....	..	..	..	..	No	re	port	..	..	..	291	291	..
Little Rock University .....	..	..	..	..	169	..	..	..	..	..	3	3	1
Little Rock .....	..	..	..	..	..	..	..	..	..	..	..	..	..
Hiram and Lydia College .....	..	..	..	..	..	..	..	..	..	..	..	..	..
Arkansas Female College .....	..	..	..	..	..	..	..	..	..	..	..	..	..
Southland College .....	..	..	..	..	..	..	..	..	..	..	..	..	..
Arkansas Medical College .....	..	..	16	..	..	138	..	..	..	..	..	..	..
Central Baptist College .....	..	..	..	..	..	..	..	..	..	..	..	..	..
Mount Vernon college .....	..	..	..	..	..	136	..	..	..	..	..	..	34

TABLE XVI.—Continued.

Professors and Students—Distribution in Departments or Schools.

NAME OF INSTITUTION.	POSTOFFICE.	Theological.				Medical.				Music.				Normal.					
		Professors.		Students.		Professors.		Students.		Professors.		Students.		Professors.		Students.			
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1891.		2	9																
Arkansas College	Batesville																		
Searcy College	Searcy																		
Arkadelphia Methodist College	Arkadelphia																		
Ouachita Baptist College	Arkadelphia																		
Arkansas Cumberland College	Clarksville																		
Philander Smith College	Little Rock	1	20	20	2	10	3	3	4	30	34								
Branch Normal College	Pine Bluff																		
Hendrix College	Conway																		
1892.																			
Arkansas Industrial University	Fayetteville				18	138	138												
The Searcy College	Searcy																		
Hendrix College	Conway																		
Arkansas Cumberland College	Clarksville																		
Branch Normal College	Pine Bluff																		
Galloway Female College																			
Arkansas College	Batesville																		
Arkadelphia Methodist College	Arkadelphia																		
Ouachita Baptist College	Arkadelphia																		
Philander Smith College (colored)	Little Rock																		
Little Rock University	Little Rock																		
Hiram and Lydia College	Altus																		
Arkansas Female College	Little Rock																		
Southland College																			
Arkansas Medical College	Little Rock																		
Central Baptist College	Conway																		
Mount Vernon College	Pea Ridge																		

TABLE XVI.—Continued.

NAME OF INSTITUTION.	POSTOFFICE.	Total No. (Except Duplicates).			Number of Students in College Department Pursuing Courses Leading To—										Grand Total.								
		Professors.		Students.			Bachelor of Arts.	Bachelor of Philoso-phy.	Bachelor of Laws.	Bachelor of Science.	Civil Engineering.	To Other First De-grees.	Agriculture.	Mechanical Engi-neering.		Normal.	Doctor of Philosophy.	Total.	Preparatory.				
		Male.	Female.	Total.	Male.	Female.														Total.			
1891.																							
Arkansas College.....	Batesville.....																						
Searcy College.....	Searcy.....																						
Arkadelphia Methodist College.....	Arkadelphia.....																						
Quachita Baptist College.....	Arkadelphia.....																						
Arkansas Cumberland College.....	Clarksville.....																						
Philander Smith College.....	Little Rock.....																						
Branch Normal College.....	Pine Bluff.....																						
Hendrix College.....	Conway.....																						
1892.																							
Arkansas Industrial University.....	Fayetteville.....	55	7	62	667	260	927	58		42					22	26	5	9	16	5	183	373	556
The Searcy College.....	Searcy.....	7	2	9	131		131	40							2								131
Hendrix College.....	Conway.....				143	23	166																166
Arkansas Cumberland College.....	Clarksville.....	4	4	8	99	119	218	6			78	29											218
Branch Normal College.....	Pine Bluff.....				171	68	239	57															239
Halloway Female College.....	Pine Bluff.....	12	6	18		253	253																253
Arkansas College.....	Batesville.....																			Estimated.			170
Arkadelphia Methodist.....	Arkadelphia.....			11			174																174
Quachita Baptist College.....	Arkadelphia.....			15			306														Estimated.		306
Philander Smith College (colored).....	Little Rock.....																				Estimated.		120
Little Rock University.....	Little Rock.....	6	6	12			220														Estimated.		220
Hiram and Lydia College.....	Altus.....																				Estimated.		180
Arkansas Female College.....	Little Rock.....																						80
Southland College.....	Little Rock.....																						100
Arkansas Medical College.....	Little Rock.....						138																138
Central Baptist College.....	Conway.....																						
Mount Vernon College.....	Pea Ridge.....						170																170
Total.....																							3221

TABLE XVI.—Continued.

NAME OF INSTITUTION.	POSTOFFICE.	Number Pupils in Pedagogical Course.	Number Pupils in Business Course.	Number or Pupils in Other Special or Par. Courses.	What Degrees and How Many Were Conf'd in Course in 1890-91.		What and How Many Honorary Degrees Were Conferred in 1890-91.	Endowed Professorships.		Scholarships.	
					On Men.	On Women.		Entire Number.	Distribution Among Schools.	Entire Number.	Distributions Among Schools.
1891.											
Arkansas College	Batesville	...	...	...	8 A. B., 1 B. S. 2 Ph. B.	3 A. B.	1 D. D. & 1 Ph. D.	1	...	Par.	Endowment.
Searcy College	Searcy	...	8	18	...	...	...	6	...	75	Ark. Pub. S.
Arkadelphia Methodist College	Arkadelphia	...	20	25	4 A. B., 1 B. S.	1 A. B., 1 B. S.	1 D. D.	...	...	...	...
Arkadelphia Baptist College	Arkadelphia	40	...	...	...	...	...	...	...	...	...
Ouachita Baptist College	Clarksville	...	...	...	...	...	...	...	...	...	...
Arkansas Cumberland College	Clarksville	...	...	...	...	...	...	...	...	...	...
Philander Smith College	Little Rock	12	...	...	4 A. B., 1 Ph. M.	1 Ph. B., 1 B. S.	2 D. D.	...	...	...	...
Branch Normal College	Pine Bluff	65	...	...	...	...	...	...	...	...	...
Hendrix College	Conway	...	8	...	1 A. B.	1 Ph. B.	...	1	Chair Eng.	...	...
1892.											
Arkansas Industrial University	Fayetteville	...	...	...	{ 1 B. M. E., 5 B. } A, 3 B. C. E. }	2 B. A., 1 B. S.	...	...	...	1000	...
The Searcy College	Searcy	...	15	...	...	...	...	...	...	1	English
Hendrix College	Conway	...	...	...	...	...	...	1	English	...	...
Arkansas Cumberland College	Clarksville	...	...	...	...	...	...	...	...	...	...
Branch Normal College	Pine Bluff	57	...	...	5	2	...	...	...	...	...
Galloway Female College	Pine Bluff	...	...	...	...	...	...	...	...	...	...
Arkansas College	Batesville	...	...	...	...	...	...	...	...	...	...
Arkadelphia Methodist College	Arkadelphia	...	...	...	3 M. E. L.	2 B. P.	...	...	...	...	...
Ouachita Baptist College	Arkadelphia	...	...	...	4 A. B., 1 Ph. B.	3 M. E. L., 1 A. M.	...	...	...	...	...
Philander Smith College (Colored)	Little Rock	...	...	...	...	...	...	...	...	...	...
Little Rock University	Little Rock	...	...	...	...	...	...	...	...	...	...
Hiram and Lydia College	Altus	...	...	...	...	...	...	...	...	...	...
Arkansas Female College	Little Rock	...	...	...	...	...	...	...	...	...	...
Southland College	Little Rock	...	...	...	...	...	...	...	...	...	...
Arkansas Medical College	Little Rock	...	...	...	...	...	...	...	...	...	...
Central Baptist College	Conway	...	...	...	...	...	...	...	...	...	...
Mount Vernon College	Pea Ridge	...	...	...	...	...	...	...	...	...	...

TABLE XVI.—*Concluded.*

NAME OF INSTITUTION.	POST OFFICE.	Number Bound Volumes in Library.	Pamphlets.	Annual Charge for Tuition to Each Pupil.	Value of Scientific Apparatus and Libraries.	Value of Grounds and Buildings.	Amount of Permanent Productive Funds.	Income For Year.				Total Income, Excluding all Benefactions.
								From Tuition Fees.	From Permanent Pro. Fund.	From State or Municipal Appropriation.	From all Other Sources.	
1891.												
Arkansas College.	Batesville	1000	.....	\$ 25-40 00	\$	\$50,000	.....	\$8,000	.....	.....	\$ 8,000	.....
Searcy College	Searcy	1000	.....	25-75 00	400	4,000	.....	.....	.....	.....	.....	.....
Arkadelphia Methodist College	Arkadelphia	250	.....	20-50 00	500	4,000	.....	.....	.....	.....	.....	.....
Ouachita Baptist College	Arkadelphia	1500	300	20-50 00	2,000	6,000	.....	9,000	.....	.....	.....	.....
Arkansas Cumberland College	Clarksville	200	50	3,00 per mo.	.....	20,000	\$ 62,000	3,500	\$ 4,200	.....	.....	.....
Philander Smith College	Little Rock	700	.....	8 25	.....	30,000	.....	1,718	.....	.....	1,600	\$ 2,718
Branch Normal College	Pine Bluff	1700	250	10 00	1,000	30,000	.....	200	.....	\$10,500	.....	10,700
Hendrix College	Conway	2800	500	32-40 00	2,500	50,000	4,000	2,562	1,200	.....	600	4,362
1892.												
Arkansas Industrial University	Fayetteville	6000	5000	Non-benef \$10	25,000	300,000	130,000	.....	10,400	28,725	24,000	63,125
The Searcy College	Searcy	500	100	5 00	500	45,000	.....	4,000	.....	.....	.....	4,000
Hendrix College	Conway	3000	1000	30-36-45	3,700	55,000	10,000	3,600	375	.....	2,000	5,975
Arkansas Cumberland College	Clarksville	350	100	40 00	650	15,000	33,000	4,035	698	.....	812	5,375
Branch Normal College	Pine Bluff	2500	300	10 00	3,000	50,000	.....	250	.....	.....	.....	4,250
Galloway Female College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arkansas College	Batesville	.....	.....	.....	.....	20,000	.....	.....	.....	.....	.....	.....
Arkadelphia Methodist College	Arkadelphia	.....	.....	.....	.....	30,000	.....	.....	.....	.....	.....	.....
Ouachita Baptist College	Arkadelphia	.....	.....	.....	.....	50,000	.....	.....	.....	.....	.....	.....
Philander Smith College	Little Rock	.....	.....	.....	.....	10,000	.....	.....	.....	.....	.....	.....
Little Rock University	Little Rock	.....	.....	.....	.....	30,000	.....	.....	.....	.....	.....	.....
Hiram and Lydia College	Altus	.....	.....	.....	.....	15,000	.....	.....	.....	.....	.....	.....
Arkansas Female College	Little Rock	.....	.....	.....	.....	10,000	.....	.....	.....	.....	.....	.....
Southland College	.....	.....	.....	.....	.....	5,000	.....	.....	.....	.....	.....	.....
Arkansas Medical College	Little Rock	.....	.....	.....	.....	10,000	.....	.....	.....	.....	.....	.....
Central Baptist College.	Conway	.....	.....	.....	.....	20,000	.....	.....	.....	.....	.....	.....
Mt. Vernon College	Pea Ridge	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total						\$715,000						



PARIS ACADEMY, PARIS, LOGAN COUNTY, ARK.

CHAPTER XXVII.

FACTS ABOUT ACADEMIES AND PRIVATE HIGH SCHOOLS.

Table XVII shows the number of academies and private high schools that reported for the year 1891. Blanks were sent to nearly twice this number of schools, but they elicited no response. The following statement shows the enrollment :

St. Joseph's Convent Morrilton	200
Conference Training School, Fordyce	107
Jordan's Academy, Pine Bluff	82
Colored Industrial Institute, Pine Bluff	80
Hamburg Graded School, Hamburg	164
Christ's Church Academy, Little Rock	26
Rogers Academy, Rogers	146
Valley Springs Academy, Valley Springs	258
Yellville Institute, Yellville	180
Annunciation Academy, Pine Bluff	120
Clarke's Academy, Berryville	156
Total	1,519
Average daily attendance	761
Value of buildings	\$69,000
Number of instructors	39

TABLE XVII.—*Concluded.*

NAME OF INSTITUTION.	Postoffice.	Am't of State or Municipal Aid Received Within the Year.		Total Money Value of Gifts and Bequests Received Within the Year.	Amount of Receipts Within the Year from Tuition Fees.		Income for Year from all Sources, Except Board and Lodging.		Amount of Losses, if any, by Fire or Otherwise.		How Many Students Grad. or Completed their Studies in 1890-91.	Students of 1889-90 Who Have Entered College or Scientific School.		No. Students in Following Courses.						What are the Essential Differences Between Courses A, B, C, D, as Regards Studies, Inclusive, and Duration?
		Am't of State	or Municipal Aid								M.	F.	(a) Classical.	(b) Latin Scientific.	(c) English Scientific.	(d) Modern Languages.	(e) Commercial.	(f) Teacher's Training Course.	Are Both Latin and Greek Obligatory in the Classical Course?	
1891																				
St. Joseph's Convent	Morrilton	.....	.....	\$ 250	.....	\$2000	\$ 210	\$3000	.....	5	.....	.....	.....	30	14	68	50	.....	.....	Yes.
Conference Training School	Fordeyce	.....	.....	.....	.....	1200	.....	.....	.....	.....	.....	.....	.....	28	.....	40	.....	26	.....	Opt'l
Jordan's Academy	Pine Bluff	.....	.....	725	.....	530	1255	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Yes.
Colored Industrial Institute	Pine Bluff	.....	.....	.....	.....	5000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hamburg Graded School	Hamburg	.....	.....	.....	.....	1015	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Christ's Church Academy	Little Rock	.....	.....	.....	.....	1781	3616	.....	.....	.....	.....	.....	.....	10	.....	1	3	.....	.....	.....
Rogers Academy	Rogers	.....	.....	1800	.....	1781	.....	.....	.....	.....	.....	.....	.....	3	43	6	4	12	.....	.....
Valley Springs Academy	Valley Springs	.....	.....	75	.....	2000	2075	.....	.....	.....	.....	.....	.....	.....	6	10	.....	5	55	Yes.
Valley Institute	Yellville	.....	.....	.....	.....	725	1845	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Yes.
Annunciation Academy	Pine Bluff	.....	\$1170	.....	.....	3150	4050	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	.....	No.
Clarke's Academy	Berryville	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

ACADEMIES OPENING IN 1892:

Little Rock School for Boys, W. H. Tharp, Principal, Little Rock.
 Little Rock Training School, Miss Carrie Carus, Little Rock.

OLD SCHOOLS NOT REPORTING:

Philadelphia Academy, J. W. C. Gardner, Melbourne, Ark.
 Monticello Academy, J. H. Hinemon, Monticello, Ark.

Latin required.
 Includes Greek and Hebrew.
 { A and B same, only A has
 Greek. B and C same ex-
 cept Latin.

CHAPTER XXVIII.

FACTS ABOUT OUR UNIVERSITY AND COLLEGE COURSES.

CONDITIONS OF ADMISSION INTO THE ARKANSAS INDUSTRIAL UNIVERSITY.

All applicants for admission into the University must, if required, furnish evidence of good moral character.

Dismissed or expelled students from other institutions of recognized standing may be refused admission to this University.

PREPARATION FOR THE FRESHMAN CLASS.

1. *English.* Meiklejohn's English Grammar with analysis, or a full equivalent; a composition of 200 or 300 words, correct in spelling, punctuation, paragraphing and grammar, upon a subject announced at the time of the examination. In 1893 the subject will be taken from Irving's Sketch Book or from Shakespeare's Julius Cæsar; in 1894, from Irving's Alhambra, or Shakespeare's Julius Cæsar, or Henry VIII.

2. *Arithmetic.* The examination will be taken from Wentworth's Grammar School Arithmetic, the whole of which is required. Teachers preparing candidates for entrance should, in teaching arithmetic, require them to analyze every example capable of analysis, or give a thorough course in mental arithmetic. Students who are not quick at analysis in arithmetic usually make poor progress in higher mathematics.

3. *Algebra* to Quadratic Equations, involving two unknown quantities, with special attention to factoring, the theory of exponents and radicals. The examination will be taken from Robinson's University Algebra.

4. *Plane Geometry.* In 1893 candidates will be examined in first three books of Wentworth's Geometry.

5. *History.* The examination will be taken from Egges-

ton's History of the United States, and from Hempstead's History of Arkansas.

6. *Geography*. Any complete manual, such as Harper's or Maury's will give the preparation, if thoroughly mastered. Special attention is given to the geography of the United States and of Arkansas.

7. *Physiology*. In 1893 and thereafter candidates will be examined in Martin's Human Body, briefer course.

8. *Latin*. Jones' First Lessons in Latin complete, with all its references to Gildersleeve's Latin Grammar; Cæsar's Gallic War, three books, with questions on the implied grammar and on the subject matter, military equipment, etc. Kelsey's or Greenough's Cæsar is recommended. In 1893 three books will be required, and in 1894 four books. Latin is not required for admission except to the College of Liberal Arts or to the Normal School.

Candidates for the higher classes, or for the Freshman Class, after beginning of session, will be examined also in subjects passed over by the class.

Each student should come prepared for all the studies in some one class. If he is behind in one or more studies, he becomes irregular, and is necessarily subject to many inconveniences, though he may be admitted and classified according to his attainments.

ORGANIZATION OF THE UNIVERSITY.

The following are the colleges, schools and courses:

I. At Fayetteville.

1. The School of Agriculture.
Farmer's Course.
2. The College of Mechanic Arts and Engineering.
 - (a.) Course in Mechanical Engineering.
 - (b.) Course in Civil Engineering.
 - (c.) Course in Electrical Engineering.
 - (d.) Manual Training Normal Course.
 - (e.) Stationary Engineer's Course.
 - (f.) Trade's Course.

3. The College of Science.
 - (a.) Course in Chemistry.
 - (b.) Courses in Botany and Zoology.
 - (c.) Courses in Horticulture and Entomology.
 - (d.) Course in Geology.
 - (e.) Medical Preparatory Course.
4. The College of Liberal Arts.
 - (a.) Course in Arts with Mathematics.
 - (b.) Course in Arts with Modern Languages.
 - (c.) Course in Arts with Ancient Languages.
 - (d.) Course in Arts with History.
 - (e.) Graduate Courses.
5. The Normal School.
Normal Course.
6. The Preparatory Department.
 - (a.) Agricultural Course.
 - (b.) Engineering and Manual Training Courses.
 - (c.) Scientific Course.
 - (d.) Classical Course.
7. The Agricultural Experiment Station.

II. At Little Rock.

8. The College of Medicine.
Course in Medicine.

III. At Pine Bluff.

9. Branch Normal College.
 - (a.) Normal Course.
 - (b.) Classical Course.
 - (c.) Mechanical Course.

DEPARTMENTS OF INSTRUCTION.

The arrangement of elective courses enables students to concentrate their work upon special lines or subjects, and each student is expected to complete the undergraduate studies of at least one language or science. The following rules for elective studies will be observed :



1. No study can be elected, unless the professor in charge deems the student prepared to pursue it.
2. No elective study shall be changed before the end of the term.
3. No professor shall be required to teach an elective course, unless three or more students pursue it.

AGRICULTURAL DEPARTMENT.

A. E. Menke, Superintendent.
W. B. Bentley, Adjunct Professor.
W. F. Bates, Assistant Instructor.
J. M. Moore, Assistant Foreman.

- I. (a.) Elementary Dairy Husbandry.
(b.) Elementary Agriculture.
- II. (a.) Veterinary Anatomy.
(b.) Veterinary Science.
- III. (a.) Horticulture.
(b.) Advanced Agriculture.
(c.) Stock Breeding.
(d.) Advanced Dairy Husbandry.

MECHANIC ARTS AND ENGINEERING.

C. V. Kerr, Mechanical Engineering, Supt. Mech. Arts.
G. C. Schoff, Civil Engineering.
H. B. Smith, Electrical Engineering.
S. L. Grinstead, Wood Shop.
William M. Gilmore, Forge and Foundry.
Mack Martin, Machine Shop.
Henry Cawood, Engineer.

- I. Wood Working ("A" Class).
- II. (a.) Founding (Sub-Freshman).
- III. Machinist Work (Freshman).
- IV. Carpenter Work.
- V. Drawing.
- VI. Mechanics (Junior and Senior).
- VII. Elements of Mechanism, and Machine Design (Junior).

- VIII. Steam Engineering (Junior and Senior).
- IX. Masonry Construction (Junior).
- X. Thermodynamics (Senior).
- XI. Engineering Laboratory (Junior and Senior).
- XII. Power Plants (Senior).
- XIII. Surveying.
- XIV. Bridges and Roofs (Senior).
- XV. Sanitary and Hydraulic Engineering (Senior).
- XVI. Engineering Structures (Senior).
- XVII. Electricity and Magnetism (Junior).
- XVIII. Dynamo-Electric Machinery (Senior).
- XIX. (4.) Electric Transmission of Energy (Senior).
- XX. Electric Light and Power Plants (Senior).
- XXI. Laws of Business (Senior).
- XXII. Thesis.

CHEMISTRY AND PHYSICS.

A. E. Menke, Professor.

W. B. Bentley, Adjunct Professor.

- I. (a.) General Chemistry (Sophomore).
- (b.) Chemical Philosophy (Sophomore).
- (c.) Organic Chemistry (Junior).
- (d.) Theory of Qualitative Analysis (Junior).
- (e.) Qualitative and Quantitative Analysis (Junior and Senior).
- (f.) Technical Chemistry (Senior.)
- II. (a.) General Physics.
- (b.) Heat (Sophomore).
- III. (a.) Mineralogy (Junior).
- (b.) Metallurgy (Senior).

MATHEMATICS.

O. C. Gray, Professor.

G. W. Droke, Adjunct Professor.

The course of study in mathematics embraces algebra, geometry, trigonometry, analytical geometry, descriptive geometry, solid geometry, calculus; higher trigonometry and surveying;

theory of equations; determinants; mathematical astronomy;
theory of least squares and quaternions.

BIOLOGY AND GEOLOGY.

J. F. McNeil, Professor.

S. E. Meek, Adjunct Professor.

- I. General Biology (Freshman).
- II. (a.) Morphology and Classification of Flowering Plants.
 - (b.) Cryptogamic Botany.
 - (c.) Bacteriology.
 - (d.) Physiological Botany.
 - (e.) Advanced Botany.
- III. (a.) Systematic Zoology.
 - (b.) Comparative Anatomy.
 - (c.) Comparative Anatomy of the Brain.
 - (d.) Hygiene.
 - (e.) Histology.
 - (f.) Embryology.
 - (g.) Advanced Zoology.
- IV. (a.) Structural Entomology.
 - (b.) Systematic Entomology.
 - (c.) Economic Entomology.
- V. (a.) General Horticulture.
 - (b.) Practical Horticulture.
- VI. General Geology.
- VII. Economic Geology.
- VIII. Historical Geology.
- IX. Paleontology.
- X. Agricultural Geology.

PSYCHOLOGY AND ETHICS.

E. H. Murfee, Professor.

- I. Psychology (Senior).
- II. Ethics (Senior).

ENGLISH AND MODERN LANGUAGES.

R. H. Willis, Professor.

E. H. Carnall, Adjunct Professor.

- I. Rhetoric and English Classics (Freshman.)
- II. English and American Literature (Junior).
- III. Earlier English and Philology (Senior).
- IV. Advanced Anglo-Saxon and English Philology (Graduate.)
- V. Gothic and Germanic Philology (Graduate).
- VI. Modern English Literature (Graduate).
- VII. American Literature (Graduate).
- VIII. Modern German, Elementary (Junior).
- IX. Classic German (Senior).
- X. German at Sight and Conversation (Senior).
- XI. Graduate Courses in German.
- XII. Modern French, Elementary (Freshman and Sophomore).
- XIII. Classic French (Sophomore).
- XIV. French at Sight and Conversation (Sophomore).
- XV. Graduate Courses in French.
- XVI. Modern Spanish (Freshman).
- XVII. Classic Spanish (Sophomore).
- XVII. Spanish at Sight and Conversation (Sophomore).
- XIX. Italian.

ANCIENT LANGUAGES.

C. H. Leverett, Professor.

- I. Cæsar, Cicero and Virgil (Freshman).
- II. Virgil, Horace and Livy (Sophomore).
- III. Livy, Horace, Tacitus (Junior).
- IV. Cicero, Juvenal, Roman Literature (Senior).
- V. Graduate Courses in Latin.
- VI. Elementary Greek (Freshman).
- VII. Xenophon and Lysias (Sophomore).

- VIII. Herodotus, Homer and Demosthenes (Junior).
- IX. Thucydides, Euripides and Sophocles (Senior).
- X. Graduate Courses in Greek.

HISTORY AND PEDAGOGICS.

J. F. Howell, Professor.

HISTORY.

- I. Constitutional History (Freshman or Sophomore).
- II. General History (Sophomore).
- III. English History (Sophomore).
- IV. Ancient History (Junior).
- V. European History (Senior).
- VI. American History (Senior).

PEDAGOGICS.

- I. Pedagogy (Freshman).
- II. School Management (Sophomore).
- III. History of Education (Sophomore).
- IV. School Law (Sophomore).

ELOCUTION.

Jessie L. Cravens, Instructor.

The object of this department is a harmonious development of both mind and body along those lines of culture that lead to power and refinement of speech and action.

MILITARY DEPARTMENT.

Robt. W. Dowdy, 1st Lieut. 17th U. S. Infantry,
Professor of Military Science and Tactics.

This department is in charge of the United States army officer detailed by the War Department for duty at the University.

All male students of the University over 15 years of age are required to drill because the act of Congress appropriating lands to establish the University provides that the leading

branches taught shall be "Military Science and Tactics," in addition to the usual course of study prescribed in universities.

The system of drill used closely follows that in the United States army. It contains a course of gymnastic exercises for the development and improvement of the arms, chest, legs, hands and feet, which is unexcelled.

Besides being the perfection of physical training, the drill has many advantages mentally. The necessity of being alert, listening for each word of command and acting promptly on it quickens the wit and cultivates the habit of fixing the attention and concentrating the thoughts. Thus the student is improved mentally and physically by every drill.

One hour per week is devoted to theoretical instruction of collegiate students in the art and science of war, and three hours per week to practical instruction of all cadets in the school of the soldier, of the company and of the battalion, including such ceremonies as guard mounting, dress parade, etc.

The cadets are organized into companies, and the companies into a battalion, which is annually mustered into the service of the State, and forms the 1st battalion of the State Guard.

Though every male student over 15 years of age is required to drill and to be a member of one of the cadet companies, no student will be mustered into the service of the State if his parent or guardian objects.

The officers and non-commissioned officers are selected from the collegiate students for proficiency in drill and military studies and general good conduct. An office in the battalions is one of merit and distinction; *any* unbecoming conduct will subject the appointee to reduction to the ranks.

A competitive drill is held each year; the winning company carries the colors for the ensuing year, and a gold medal is awarded the best drilled cadet.

COURSE OF STUDY OF THE MEDICAL COLLEGE, LITTLE ROCK.

After July 1, 1892, all students who shall not have taken a full course of lectures prior to that date, will be required to attend *three courses of lectures, of six months each, in three separate years*, as a prerequisite to graduation.

The Faculty design to keep pace with the progress of higher medical education, and make a diploma from the Medical Department as honorable and valuable to her alumni, compatible with their environments, as any other medical college.

The regular three term course has been graded as follows :

First term will include Anatomy, Physiology, Pathology, Chemistry, Materia Medica and Therapeutics, Microscopy, Hygiene and Public Health, Dissections and attendance upon the Clinics.

Second Term: Anatomy, Physiology, Pathology, Materia Medica and Therapeutics, Practice of Medicine, Surgery, Midwifery, Diseases of Women and Children, Ophthalmology, and Otology, Medical Chemistry, Toxicology, Medical Jurisprudence and attendance upon the Clinics and Hospital.

Third Term: Practice of Medicine, Surgery, Midwifery, Diseases of Women and Children, Laryngology and Rhinology, Diseases of the Nervous System, Medical Chemistry, Toxicology, Microscopy, Hygiene and Public Health, Medical Jurisprudence, Dissections and attendance on the Clinics and Hospital.

COLLEGE BUILDING.

The new structure is a very fine, imposing edifice, three stories in height, constructed of brick, and admirably arranged for the convenience of both students and instructors. (See page 272.)

It has a large lecture hall, fine amphitheater with chairs, a library, a reading room, a museum, several private and elegant dissecting rooms, all well lighted and ventilated. In fact, it is designed to be a modern and model medical college building. It is situated on Second and Sherman streets.

HOSPITALS.

The Little Rock Infirmary, a new institution designed solely for the treatment of acute diseases, has a capacity of fifty beds. This hospital, splendidly equipped and furnished with modern conveniences and improvements, is in the very best sanitary condition, and under the supervision and management of trained nurses—Sisters of Charity.

The Pulaski County Hospital has just been erected at a cost of some \$30,000. It is a handsome brick structure, well arranged, complete in all its equipments, and has a capacity of two hundred beds.

It is under the general direction of the Judge of Pulaski County, and is also benevolent in character. In this institution the chronic diseases and injuries of long standing will generally predominate.

Accidents from railways, marine patients, and the sick and injured from the city, county and State, find in these hospitals shelter, food, raiment, and that Christian attention so cheering and comforting in sickness and distress.

Their inmates embrace all classes and conditions of unfortunates—white, colored, male, female, adults and children—and with them are found almost every character and form of disease, except contagious affections, which are otherwise provided for.

THE ISAAC FOLSOM CLINIC.

This Clinic is thus designated in honor of the personal life, friendship and interest this honorable physician and philanthropist has entertained for the Medical Department from its incipency to the present date of its history. Last year he legally executed an instrument of writing endowing this Clinic with \$20,000, thus perpetuating the *Isaac Folsom Clinic* as an integral part of this department.

METHODS OF TEACHING.

Instructions in this department will be given by didactic and clinical lectures, practical work in the dissecting room, chemical

and physiological laboratories, and by daily quizzes upon the subject of preceding lectures.

When the subject will admit of it, each branch will be so illustrated by means of diagrams, charts, models and instruments, as to address the understanding of the student through the medium of sight as well as hearing.



PARAGOULD CATHOLIC SCHOOL, PARAGOULD, ARK.

THE BRANCH NORMAL COLLEGE, PINE BLUFF.

GENERAL STATEMENT.

The Branch Normal College is a department of the Arkansas Industrial University, established pursuant to an act of the General Assembly of the State of Arkansas, approved April 25, 1873, and has been in operation since September 27, 1875. Its primary object is the training of teachers for efficient service in the colored public schools of the State, the law referred to having been enacted with special reference to the "convenience of the poorer classes." For the purpose of carrying out the intent of the law, by enabling those who wish to avail themselves of its advantages, there is no charge for tuition for appointees, the only requirements for admission being suitable age and qualification, and appointment from one of the County Judges, and the payment of the entrance fee of \$5.

LOCATION, ETC.

The school property consists of a beautiful tract of twenty acres of ground, in the suburbs of Pine Bluff, Jefferson County, Arkansas, and a few rods from the junction of the Little Rock, Mississippi River & Texas and "Paramore" Railroads. The school building, completed in 1881, and occupied January 30, 1882, is one of the handsomest educational edifices in the State, as well as one of the best, being warm and comfortable, well lighted and ventilated. It contains one large assembly room, four recitation rooms, and cloak rooms for males and females. The building is of brick, with slate roof and trimmings of Alabama granite, and cost, with improvements and furniture, \$12,000. The furniture and other equipments are of the best modern style.

The dormitory, a handsome brick building of seventeen rooms, and the mechanical department building are upon the same grounds.

The normal course of study is intended to be a full equivalent to a regular college course up to and including the Sophomore year; the only difference being the substitution of Peda-

gogy for Greek and the higher mathematical branches. The college course adds to this the usual studies of the last two years. Nine classes have graduated from the institution, and the members are now occupying prominent positions in life. The number of students for the year 1891-2 was 234.

THE LIBRARY.

The library consists of over 2000 volumes, embracing many valuable reference books, such as Appleton's Cyclopædia, Lippincott's Gazetteer, etc. It also has acquired by purchase during the last year a fine collection of the works of standard authors, Shakespeare, Milton, Irving, Cooper, Dickens, Longfellow, Carlyle, Tennyson. The library of the principal, embracing many valuable text and reference books, including the Encyclopædia Britannica, is also accessible to students. A small collection of minerals, each of which is a typical specimen, and none of which are duplicates, has been procured. During the past year a valuable supply of apparatus has been added to the educational resources of the institution, consisting of an air-pump, electrical machine, standard barometer, batteries, French microscope, spectroscope, sets of weights and measures, common and metric, etc. The outfit of the mechanical department is not surpassed, if equalled, by any in the State.

FEMALE DORMITORY AND BOARDING HOUSE.

The dormitory for female students is under the supervision of the principal and his wife. It is a handsome brick structure for the accommodation of thirty or forty students. Board bills are payable monthly in advance, and no deduction is made for loss of time less than one week. Girls staying in the dormitory are required to keep their own rooms and the halls clean, and to assist in turn in the dining room and kitchen. They are expected to furnish their own bed linen, and are held responsible for all damage to furniture in their rooms. They are not to visit each others' rooms, except by invitation from the occupants, and two are expected to occupy one room. They are not allowed to change rooms, except by permission, nor to

visit in town otherwise. The charge for board, fuel and light thus far has been \$8 per month in advance, and, if possible, that price will be continued.

THE MECHANICAL DEPARTMENT.

The operations of this department were begun the present year, under the superintendence of Prof. C. V. Kerr, Superintendent of Mechanic Arts, assisted by Prof. W. S. Harris, a graduate of Miller Manual Labor School of Virginia. The equipment is as follows:

Buildings.—The shop building was completed in February, 1892. It is of brick, and covers a plot of ground 25x25, comprising a wood-shop 35x25, a foundry 70x70, a blacksmith shop 25x25, and a machine shop 35x25. A boiler room 20x25, and a court 35x20 occupies the remaining space.

Wood Shop.—The equipment already secured includes twelve benches with complete sets of carpenters' tools, a double-circular sawing machine, a scroll saw, a buzz planer and six wood-turning lathes.

Foundry.—A Collian cupola capable of melting $1\frac{1}{2}$ tons of iron per hour is in position, and the remainder of the outfit will be added shortly. It will include ladles, moulders' tools, flasks, core oven and rumble, etc.

Forge Shop.—Twelve Buffalo forges are in position, the blast being supplied by a blower, and the smoke drawn off by a large exhaust fan. Besides the usual outfits of anvils, hammers, tongs, etc., there is a Buffalo punch shear and bar cutter capable of cutting off 1-inch bar iron, $\frac{1}{2}$ x3-inch strap iron, or of punching a $\frac{3}{8}$ -inch hole in $\frac{3}{8}$ -inch iron.

Machine Shop.—Among the tools already ordered and partly in place, are a 15-inch crank shaper, 24x24x6 feet planer, 20-inch drill press, 15-inch x5 feet turret lathe, 12-inch x5 feet hand lathe, universal milling machine, cutter and reamer grinder, twist drill grinder, power grindstone, etc.

Heating and Power Plant.—Two vertical engines of 12-horse power each are in position, also two 30-horse tubular boilers. The piping for feed water is so arranged that the water passes

from either pump or injector through a feed water heater to the boilers ; and the exhaust piping is so arranged that the exhaust steam from the engines can be used either to heat the feed water or to heat the shops.

Water Supply.—In the court of the shop building a 4-inch Cook tubular well has been put down which will furnish 1000 gallons of water per hour. A Cook pump delivers the water to a tank thirty feet above ground, holding 8000 gallons.

Sanitary Provisions.—The shops are thoroughly well lighted, ventilated, heated and drained. Sewer connection is made to all buildings, and the abundant water supply is used to insure cleanliness in wash room and water closets.

The courses in the department are as follows, viz.:

(a.) A course in general shop work extending over three years, followed by a fourth year's work in one of the shops selected by the student. The design is to enable a young man to choose his trade intelligently and to acquire a sound basis for it.

(b.) A three years' course in general shop work followed by a fourth year's work in the management of boilers, engines and heating systems. This course is intended to train young men for the practical work of firemen and engineers.

(c.) A course in general shop work extending over three years, together with class-room work in the theory and practice of teaching, followed by a fourth year's work in handling classes in the shops and in laying out series of practical exercises.

COURSE OF STUDY BRANCH NORMAL COLLEGE.

I. NORMAL COURSE FOR LICENTIATE OF INSTRUCTION. (L. I.)

Classes, Hours.		FIRST TERM.	SECOND TERM.	THIRD TERM.
A CLASS.	1	English	English	English.
	2	Arithmetic	Arithmetic	Arithmetic.
	3	Geography	United States History.....	United States History.
	4	Reading and Spelling (optional).	Reading and Spelling (optional).	Reading and Spelling (optional).
	5	Latin	Latin	Latin.
SUR-FRESHMAN CLASS.	1	El. Chemistry (optional)	Pedagogics	
	2	Pedagogics	Elementary Botany (opt'l).	Elementary Physiology.
	3	Geometry	Algebra	Algebra.
	4	Latin or Physical Geography..	Latin or Physical Geography and Book-keeping.	Latin or Book-keeping.
	5	English	English	English.
FRESHMAN CLASS.	1	Algebra	Algebra and Geometry	Geometry.
	2	English	English	English or Physics.
	3	.....	History of Education	School Management.
	4	Physics	Physics (optional)	Zoology (optional).
	5	Latin	Latin	Latin.
SOPHOMORE CLASS.	1	General History.....	General History or Surveying (optional).	General History.
	2	Latin	Latin	Latin.
	3	General Chemistry	General Chemistry....	Psychology.
	4	.....	Science of Education.....	Const. and School Law.
	5	Geometry	Plane Trigonometry	Ethics (optional).

COURSE OF STUDY BRANCH NORMAL COLLEGE.

II. CLASSICAL COURSE FOR BACHELOR OF ARTS. (B. A.)

Classes.	Hours.	FIRST TERM.	SECOND TERM.	THIRD TERM.
A CLASS.	1	English	English	English.
	2	Arithmetic	Arithmetic	Arithmetic.
	3	Geography	United States History.	United States History
	4	Reading and Spelling (optional).	Reading and Spelling (optional).	Reading and Spelling (optional)
	5	Latin	Latin	Latin
SUB-FRESHMAN CLASS.	1	Elementary Zoology (optional).	Elementary Botany (optional).	Book-Keeping.
	2	Latin	Latin	Latin.
	3	Geometry	Algebra	Algebra.
	4	Physical Geography	Phys. Geog. and Book-keeping.	Psychology (optional).
	5	English	English	English.
FRESHMAN CLASS.	1	Algebra	*Algebra and Geometry	Geometry.
	2	English (optional).	English	English.
	3	*Greek, *French.	*Greek, *French.	*Greek, *French.
	4	*Physics	*Physics	*Physics.
	5	Latin	Latin	Latin.
SOPHOMORE CLASS.	1	General History (optional).	General History (optional)	General History.
	2	Latin	Latin	Latin
	3	*General Chemistry	*General Chemistry	*General Chemistry.
	4	*Greek, *French*	*Greek, *French	*Greek, *French.
	5	Geometry	Plane Trigonometry.	Spher. Trigonometry (optional).
JUNIOR CLASS.	1	*Mineralogy	*Geology	Latin.
	2	Analytical Geometry	Analytical Geometry and Calculus (optional)	*Calculus.
	3	English Literature	English Literature	English Literature.
	4	Latin	Latin	Logic.
	5	*Greek, *German	*Greek, *German	*Greek, *German.
SENIOR CLASS.	1	Latin	Latin (optional)	Latin.
	2	Anglo-Saxon	Anglo Saxon	English Philology.
	3	*Greek, *Astronomy	*Greek	*Greek.
	4	*German	*German, *Surveying	*German
	5	Psychology	Psychology and Ethics	Ethics and Political Econ.

*Of the studies thus marked in each term one is required.

COURSES OF STUDY HENDRIX COLLEGE, CONWAY, ARK.

(See illustration, page 322.)

PREPARATORY.

Preparatory. English Grammar, I, II, III; U. S. History, I, III; General History, II, III; Latin, 1st Book and Grammar, I, II, III; 3d Arithmetic, new class each term; Elementary Algebra, II, III. [Preparatory Latin and Algebra are classed as Sub-Fresh. in charging tuition.]

Sub-Freshman. English Grammar, Analysis and American Literature, I, II, III; Civil Government, I, II, III; Cæsar, Cicero, Prose, I, II, III; Greek, First Lessons and Anabasis, I, II, III; Higher Algebra, I, II; Plane Geometry, III; Elementary Physics I, Physiology II, and Physical Geography III (optional). The Roman numerals indicate the term.

COLLEGIATE DEPARTMENT.

Instruction is given in the following schools: Mental Science, Latin, Greek, English, German, French, Mathematics, Natural Science, Physical Science, Political Science, and Pedagogics.

Applicants for admission to all departments must be of good moral character, and students from other schools must show certificates of honorable dismissal.

Students entering the Freshman class will be examined in the studies prescribed for Sub-Freshman course or their equivalents; and students proposing to enter higher classes must be examined on the subjects which precede, or present certificates of proficiency from a reputable college.

In these examinations each professor satisfies himself as he may think proper of a student's ability to enter his classes.

Each professor may change from one class to another, in his own department, students who may be improperly classified, but the consent of the president also is required to effect a change of schools.

Attendance on at least three schools is obligatory.

Unless a special arrangement is made, each student is re-

quired to take not less than fifteen recitations a week, and is not allowed to take more than twenty a week.

The value of each course is indicated by the Arabic numerals, the term by the Roman.

MENTAL SCIENCE.

President Millar.

Senior. I, Mental Philosophy; II, Logic and Moral Philosophy; III, Evidences of Christianity. Value 5.

ANCIENT LANGUAGES.

Professor Clark.

LATIN.

Sub-Freshman. I, II, Cæsar; III, Cicero's Orations; I, II, III, Prose.

Freshman. I, Cicero's Orations and Roman History; II, Virgil and Mythology; III, Virgil and Prosody; I, II, III, Prose and Grammar.

Sophomore. I, Horace and Prosody; II, Horace, Prosody and Latin Literature; III, Livy; I, II, III, Prose and Grammar.

Junior. I, Cicero's Philosophical Works; II, Juvenal; III, Tacitus; I, II, III, Prose and Grammar.

GREEK.

Sub-Freshman. I, II, First Lessons in Greek; III, Xenophon.

Freshman. I, Xenophon; II, New Testament and Greek History; III, Herodotus; I, II, III, Prose and Grammar.

Sophomore. I, Thucydides; II, Homer and Prosody; III, Demosthenes; I, II, III, Prose and Grammar.

Junior. I, Sophocles; II, Sophocles and Greek Literature, III, Lyric Poets or Plato; I, II, III, Prose and Grammar.

ENGLISH.

Professor Key.

Sub-Freshman. I, English Grammar; I, II, III, Sentence-

making with Written Exercises ; II, III, History of American Literature and Study of American Authors.

Freshman. I, History of English Literature and History of England ; I, II, III, Clark's Rhetoric ; II, III, Critical Reading of Shakespeare and Milton.

Sophomore. I, Sweet's Anglo-Saxon Primer and Lounsbury's History of the English Language ; I, Genung's Rhetoric ; II, III, Critical Study of English Poets and Studies of Etymology.

Senior. I, Anglo-Saxon ; II, III, Middle English, English Philology, and Study of the Great Prose Writers.

REQUIRED READING.

The following course of parallel readings must be pursued in connection with class-work :

Sub-Freshman. I, Pilgrim's Progress ; II, Longfellow's Hiawatha, and Evangeline ; III, Last of the Mohicans.

Freshman. I, Ivanhoe and the Sketch Book ; II, Vicar of Wakefield and Plays of Shakespeare ; III, Macaulay's Essays on Milton and Bunyan, Paradise Lost.

Sophomore. I, David Copperfield, Idyls of the King, The Princess ; II, III, Selections from Spencer, Burns, Scott, Wordsworth, Keats, and Shelley.

Senior. I, Vanity Fair, Heroes and Hero-Warship ; II, Beacon's Essays, Romola ; III, Emerson's Essays (selected). The Marble Faun.

ESSAYS.

Four essays will be required during the year—one the first term, two the second, and one the third. Special drill will be given for each subject. The following subjects are assigned ;

Sub-Freshman. I, Away from Home ; II, The Slough of Despond, Are Boys Cruel ? III, Minnehaha.

Freshman. I, Uncas ; II, Things Necessary to Success, Much Depends on the Foundation ; III, Shylock, the Jew.

Sophomore. I, Ivanhoe ; II, Job's Patience, Milton's Lower World ; III, The Princess.

Senior. I, English Poetry ; II, Ancient Legends, Will Knowledge Stay With Us ? III, The Grammar of English.

MODERN LANGUAGES.

Professor Key.

Sophomore German. I, II, III, Otto's German Grammar ; II, III, Selected Readings in German and German History.

Junior German. I, II, III, Study of Schiller and Goethe ; I, II, German Prose Composition ; III, History of German Literature.

Junior French. I, II, III, Otto's French Grammar ; III, Selected French Readings.

Senior French. II, III, Study of Cornielle, Racine and Moliere ; I, II, French Syntax and Composition ; I, History of France ; III, History of French Literature.

Required Readings in German and French selected by the teacher.

MATHEMATICS.

Professor Crenshaw.

Sub-Freshman. I, II, Algebra completed ; III, Plane Geometry begun.

Freshman. I, II, Plane and Solid Geometry ; III, Plane and Spherical Trigonometry.

Sophomore. I, Conics ; II, III, Analytics.

Junior. I, II, Calculus ; III, Mechanics.

Senior. I, II, Descriptive Geometry ; III, Surveying.

PHYSICAL SCIENCE.

Professor Burr.

Sub-Freshman. I, Elementary Physics and Chemistry.

Sophomore. I, II, III, Physics.

Junior. I, II, Inorganic Chemistry ; III, Organic Chemistry.

Senior. I, II, III, Astronomy.

NATURAL SCIENCE.

Professor Burr.

Sub-Freshman. II, Elementary Physiology ; III, Physical Geography.

Sophomore. I, II, III, Comparative Anatomy and Botany.

Junior. I, II, III, Physiology and Zoology.

Senior. I, Mineralogy ; II, Geology ; III, Lectures.

POLITICAL SCIENCE.

President Millar.

Junior. I, Comparison of Governmental Forms ; II, Citizenship and Parliamentary law ; III, Political Economy.

PEDAGOGICS.

President Millar.

Sophomore. I, History of Education and Educational Reformers ; II, the Teacher Himself and School Economy ; III, School Supervision and Graded Schools.

CERTIFICATES AND DEGREES.

Hendrix College confers: 1, Certificate of Graduation in a school ; 2, Bachelor of Arts ; 3, Bachelor of Science ; 4, Bachelor of Philosophy ; 5, Bachelor of Letters ; 6, Master's Degrees corresponding with the Bachelor's Degrees.

1. To receive a Certificate of Graduation in a school, the student must do all the class work and pass satisfactory examination on all studies required in that school. He must also satisfy the Faculty of his proficiency in English.

2. BACHELOR OF ARTS.		3. BACHELOR OF SCIENCE.	
SCHOOLS.	VALUE.	SCHOOLS.	VALUE.
Fresh. and Soph., English	8	Fresh. and Soph., English.....	8
Fresh. and Soph., Mathematics.....	9	Mathematics.....	15
Latin	11	Natural Science.....	12
Greek	12	Physical Science	8
Mental Science	5	Mental Science.....	5
Physics and Astronomy.....	5	Political Science	5
Elective.....	18	Elective	21
Total value	68	Total value	74
4. BACHELOR OF PHILOSOPHY.		5. BACHELOR OF LETTERS.	
SCHOOLS.	VALUE.	SCHOOLS.	VALUE.
Fresh. and Soph., English.....	8	English	11
Fresh. and Soph., Mathematics	9	Fresh. and Soph., Mathematics.....	9
Mental Science	5	German	8
Political Science	5	French	8
Freshman Latin	5	Freshman Latin.....	5
German or French	8	Mental Science	5
Physics and Astronomy	5	Physics and Astronomy	5
Elective.....	25	Elective	19
Total value	70	Total value	70

MASTER'S DEGREES.

Post-graduate work may be pursued in any school. The courses are not published, but will be given, if application is made to the President, or to the professors of the several schools. Master's degrees will be conferred only on Bachelors of Hendrix College who complete the post-graduate work, and the Master's degree must be of the same kind as the Bachelor's degree. One year's residence and the completion of post-graduate work valued at 15 are required. This work must be in schools already completed in undergraduate courses, but 10 of undergraduate courses may be substituted for 5 of post-graduate. All undergraduate work must be done in class, but the post-graduate work may be carried on merely under the direction of the professors, the written examination being the test required. The post-graduate work may be done without residence, but in such cases the studies must very pursued for two years, and all examinations must be at the college.

Every candidate for a Master's degree must submit a thesis of not less than 4000 words. Full requirements concerning the thesis are not published. Tuition and fees will be according to the assistance rendered by the different professors.



SUBIACO ABBEY AND COLLEGE, LOGAN COUNTY, ARK.

OUACHITA BAPTIST COLLEGE, ARKADELPHIA, ARK.

(See illustration, page 199.)

COURSE OF STUDY—CATALOGUE OF 1892.

I. PRIMARY DEPARTMENT.

Outline of Work.—Writing, Drawing, object, geometric, designing; Reading, development lessons in script, charts, books, sight reading; Spelling, written, all words in child's vocabulary; Number, Geography, place and directions; Language, oral and written; Physical Culture, object lessons in form, color, plants, animals, minerals, etc.; Singing. Other work of this department embraces such instruction as is usually given to pupils completing the Fourth Reader and correlative branches. Two year's course.

II. INTERMEDIATE DEPARTMENT.

Outline of Work.—Reading in Standard Fifth Reader, thorough drill in Phonic Analysis, Articulation, Volume, Pitch, Rate and Quality of Voice; Spelling, both oral and written; Mrs. Knox-Heath's Elementary Lessons in English, parts I and II; Mental Arithmetic and Practical Arithmetic; Appleton's First Book in Geography; Penmanship; Outlines in United States History. One year's course.

III. PREPARATORY DEPARTMENT.

Outline of Work.—Reading from papers, magazines and selections from our standard authors, both in prose and poetry; Essentials of English, Whitney, and Chittenden's Composition; Selections from English Classics for drills in Analysis and Parsing; Appleton's Complete Geography; Higher Arithmetic; Barnes' United State's History. One year's course.

IV. CURRICULUM OF COLLEGIATE DEPARTMENT.

This department is divided into different schools, each school embracing a thorough course. They are independent of each other and are elective. The time for completing any course is

not prescribed. The application, capacity and previous attainments of the pupil will determine this.

Certificates of proficiency and graduation will be given pupils finishing any one or more of these schools.

I. THE SCHOOL OF LATIN.

First Year, first term: Collar & Daniel's Beginners' Latin Book. *Second term:* Collar & Daniel's Beginners' Latin Book; Gradatim.

Second Year, first term: Cæsar and Virgil. *Second term:* Virgil and Cicero.

Third Year, first term: Livy. *Second term:* Horace.

Fourth Year, first term: Tacitus and Juvenal.

Exercises in Latin Prose Composition, Gildersleeve, second, third and fourth years.

Books of Reference.—Classical Dictionary, Ancient Geography, Bulfinch's Age.

2. THE SCHOOL OF GREEK.

First Year, first term: Crosby's Grammar and Greek Lessons. *Second term:* Anabasis.

Second Year, first term: Anabasis or Greek Testament. *Second term:* Memorabilia of Socrates.

Third Year, first term: Herodotus and Homer begun. *Second term:* Homer finished.

Fourth Year, first term: Demosthenes and Sophocles.

Greek composition throughout the course.

3. THE SCHOOL OF MATHEMATICS.

First Year, first term: Elementary Algebra. *Second term:* Elementary Algebra.

Second Year, first term: Complete Algebra to Quadratics. *Second term:* Complete Algebra, finished.

Third Year, first term: Geometry. *Second term:* Trigonometry and Surveying.

Fourth Year, first term: Analytical Geometry. *Second term:* Calculus.

Mixed Mathematics.

Fifth Year, first term : Mechanics. *Second term:* Astronomy.
Candidates for the degree of M. E. L. will not be required to take Analytical Geometry and Calculus.

4. SCHOOL OF NATURAL SCIENCES.

First Year, first term : Physical Geography. *Second term:* Physiology.

Second Year, first term : Zoology. *Second term:* Botany.

Third Year, first term : Physics. *Second term:* Geology.

Fourth Year, first term: Chemistry. *Second term:* Chemistry.

5. SCHOOL OF MENTAL SCIENCE, LOGIC AND CHRISTIAN ETHICS.

First Year, second term : Intellectual Philosophy.

Second Year, first term: Logic and Political Economy.
Second term : Christian Ethics.

Text-book in Intellectual Philosophy: Dewey. *Reference :* Haven, Hamilton, Sully, Seely, Wayland.

Text-book in Logic: Atwater. *Reference :* Gregory, McCosh, Hill, Hamilton.

Text-book in Political Economy: Gregory. *Reference :* Mill, Walker, Cairnes, Fawcett.

Text-book in Ethics: Gregory. *Reference :* Alexander, Wayland, Haven.

Articles by the best thinkers of this age, appearing in monthlies, such as *The Forum*, *The Mind*, *North American Reform*, and the *Popular Science Monthly* are read and discussed.

6. SCHOOL OF ENGLISH AND HISTORY.

First Year. Montgomery's English History; Meiklejohn's English Language; Composition continued.

Second Year. Genung's Rhetoric; Literature, American and English; Authors of the 19th Century.

Third Year. Hale's Longer English Poems; Sweet's Anglo-Saxon Primer; Lounsbury's History of English Language.

Fourth Year. Meyers' General History; Chaucer, Shakespeare.

COURSE OF READING.

First Year.

Fall Term. Sketch Book, Irving; Vicar of Wakefield; Selections from Longfellow.

Spring Term. Pilgrim's Progress, Bunyan; Ivanhoe, Scott; Lady of the Lake, Scott; Selections from Bryant.

Second Year.

Fall Term. Autocrat of the Breakfast Table, Holmes; David Copperfield, Dickens; Selections from Lowell and Whittier.

Spring Term. Macaulay's Essays on Burleigh, Chatham and Warren Hastings; Adam Bede, George Eliot; Selections from Poe.

Third Year.

Fall Term. Carlisle's Essays on Scott, Johnson and Burns; The Scarlet Letter, Hawthorne; Merchant of Venice.

Spring Term. Selections from the orations of Calhoun and Webster; Vanity Fair, Thackeray; Sesame and Lilies, Ruskin; King Lear.

Fourth Year.

Fall Term. Bacon's Essays; Fairie Queen, Spencer; Paradise Lost; Emerson's Essays on Books and Manners.

Spring Term. Macbeth; Julius Cæsar; Romeo and Juliet; Midsummer Night's Dream; Hamlet.

7. SCHOOL OF MODERN LANGUAGES.

German.

First Year. Eisenbach's German Grammar; Schiller's "Der Neffe als Onkel;" Storm's "Immensee."

Second Year. Fouque's "Undine;" Schiller's "Wilhelm Tell;" with frequent themes in translating English into German prose.

French.

First Year. Sauveur's "Conversations avec mes Eleves;" "Le Petit Robinson."

Second Year. “Paul et Virginie;” “Sous les Toits.”

SCHOOL OF ORATORY.

Outline of Course—First Grade.

Vocal Element: 1, Pronunciation; 2, Articulation; 3, Accent.

Second Grade.

Mental Element: Intellectual, Emotional. Analysis: Literary, Elocutionary.

Third Grade.

Physical Element: Breathing, posture, gesture and facial expression.

DEGREES.

1. The degree of Bachelor of Arts is conferred on those who complete the schools of Mental Science, Logic and Ethics, Latin, Greek (or German and French), Mathematics, Natural Science, English and History.

2. The degree of Bachelor of Philosophy will be conferred on those completing the schools of Mental Science, Logic and Ethics, Natural Science, Mathematics, English and History, and Modern Languages.

3. The degree of Bachelor of Science will be conferred on those completing the schools of Mental Science, Logic and Ethics, Mathematics, Natural Science, English and History, and Latin.

4. The degree of Mistress of English Literature will be conferred on young ladies who complete the schools of Mental Science, Logic and Ethics, English and History, Natural Science and Mathematics, excepting Trigonometry and Surveying.

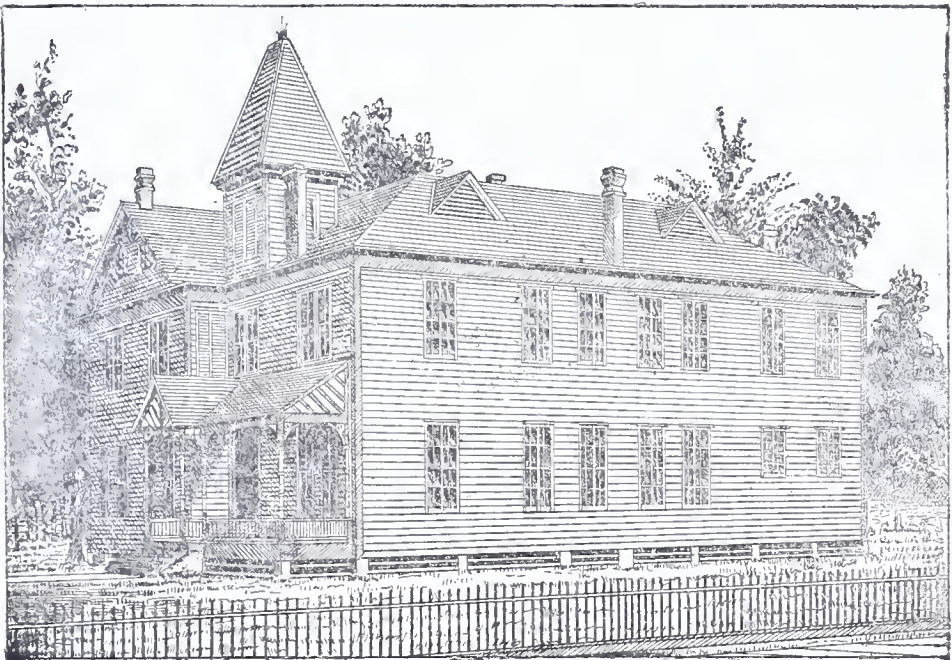
5. Pupils completing the course of study of any school, will be entitled to a Certificate of Graduation in that school. The degree of Master of Arts is honorary and may be conferred on pupils who have taken the degree of A. B., and who have successfully engaged in some literary pursuit for three years. Candidates for the degree of M. E. L. will not be allowed to compete for class honors.

No pupil falling below 80 in general average for the whole course will be entitled to any degree.

No degree will be conferred on any student of the college unless he shall have sustained a good moral character.

All pupils whose general average in scholarship shall be 90 per cent. of the maximum, and whose attendance and deportment shall be satisfactory, shall be designated as members of the Honor Class, and their names shall be publicly announced at commencement and published in the catalogue as such.

The honors will be awarded according to the average standing during the college schools of the course.



HOPE FEMALE COLLEGE, HOPE, ARK.

GALLOWAY FEMALE COLLEGE, SEARCY, ARK.

(See illustration, page 239.)

THE ACADEMIC COURSE

Is divided into six Departments of Study, viz.: Department A: English Language and English Literature. Department B: Metaphysics and History. Department C: Natural Sciences and Natural History. Department D: Mathematics. Department E: Ancient Languages. Department F: Modern Languages.

These departments are subdivided into two schools each, and the subjects studied in each of these schools are distributed into three classes, each of which embraces the work of one year in that school.

Over each of these departments presides a professor of recognized ability in that particular line of work, and he, or she, will give attention to that work exclusively, subject only to the general directions of the president.

DEPARTMENT A.

English Language and English Literature—Miss Fannie Winfield, Professor.

This department embraces two schools: School (a.)—English Language; School (b.)—English Literature.

School (a.)—English Language. In this school there are three classes.: The Junior (1), takes up and completes the first year's course of Lockwood's Studies in English; the Middle (2), continues and completes Lockwood's Studies; the Senior (3), devotes the entire session to the study of Anglo-Saxon.

Each class in this school recites three times a week: Mondays, Wednesdays and Fridays, the recitation on Monday being given to the writing and criticism of original essays.

School (b.)—*English Literature*. In this school there are three classes, viz.: The Junior (1), gives exclusive attention to the study of the History of English Literature; the Middle

(2), studies under the immediate direction of the Professor, the lighter Prose Writers and Poets; the Senior (3), studies the Metaphysical and Dramatic Works of the best standard authors, and reads and translates into modern style extracts from the Old English.

Each class in this school recites twice a week, Tuesdays and Thursdays.

DEPARTMENT B.

Metaphysics and History.—Miss B. A. Johnson, Professor.

This department embraces two schools: School (a.)—Metaphysics; School (b.)—History.

School (a.)—In this school there are three classes: The Junior (1), devotes the fall term to the study of Intellectual Philosophy, and the spring term to Moral Philosophy; the Middle (2), studies Logic the first five months and Political Economy the last five months of the year; the Senior (3), studies the Evidences of Christianity and Church History.

Each class in this school recites three times a week: Mondays, Wednesdays and Fridays. Monday's recitation in each class being devoted to the critical study of the Bible as to History, Prophecy and Doctrine.

School (b.)—In this school there are three classes: The Junior (1), gives five months to the study of the History of Greece and the Orient, and the remaining five months to the History of Rome; the Middle (2), studies Medieval and Modern History, giving special attention to the Feudal System and the Reformation; the Senior (3), studies the Formation of the British Constitution, the History of the United States Constitution and the subsequent History of our Government.

Each class in this school recites twice a week: Tuesdays and Thursdays.

DEPARTMENT C.

Natural Sciences and Natural History.—Miss Cora Q. Walker, Professor.

This department embraces two schools: School (a.)—Natural Sciences; School (b.)—Natural History.

School (a.)—In this school there are three classes: The Junior (1), devotes the entire year to the study of Natural Philosophy; the Middle (2), studies Inorganic Chemistry; the Senior (3), Inorganic Chemistry, Qualitative Analysis the first five months, and devotes the remainder of the year to the study and practice of Quantitative Analysis, Organic Chemistry and other laboratory work.

Each class in this school recites three times a week: Mondays, Wednesdays and Fridays.

School (b.)—In this school there are three classes: The Junior (1), gives five months to the study of Physical Geography and the rest of the year to the study of Physiology; the Middle (2), studies Zoology the first five months and Botany the last five months; the Senior (3), gives five months to Geology and five months to Astronomy and Mineralogy.

Each class in this school recites twice a week: Tuesdays and Thursdays.

DEPARTMENT D.

Mathematics.—Miss Minnie Connevey, Professor.

This department embraces two schools, viz.: School (a.)—Algebra and Calculus; School (b.)—Geometry and Trigonometry.

School (a.)—In this school there are three classes: The Junior (1), studies Wentworth's Algebra through Equations of the First Degree; the Middle (2), gives the first months to the study of Quadratic Equations and the treatment of Radical Expressions, and the last five months to a thorough study of Wentworth's Higher Arithmetic; the Senior (3), completes Wentworth's Algebra and devotes the last term of the session to Differential and Integral Calculus.

Each class in this school recites three times a week: Mondays, Wednesdays and Fridays.

School (b.)—In this school there are three classes: The Junior (1), studies the first three books of Geometry; the Middle (2), completes Geometry to the Three Round Bodies; the Senior (3), completes Geometry, Conic Sections and Trigonometry.

Each class in this school recites twice a week: Tuesdays and Thursdays.

DEPARTMENT E.

Ancient Languages.—W. C. Parham, Professor.

This department embraces two schools, viz.: School (*a.*)—Latin; School (*b.*)—Greek.

School (*a.*)—In this school there are three classes: The Junior (1), studies Cæsar's Commentaries and Cicero's Orations; the Middle (2), reads the *Æneid* of Virgil and the *Odés* and *Satires* of Horace; the Senior (3), reads Sallust's *Cataline*, the *Agricola* of Tacitus, Livy, and Cicero's *Brutus de Claris Oratoribus*.

Each class in this school recites three times a week: Mondays, Wednesdays and Fridays.

School (*b.*)—In this school there are three classes: The Junior (1), studies an Elementary Greek Grammar and Reader; the Middle (2), reads one book of Xenophon's *Anabasis* and one book of Homer's *Iliad*; the Senior (3), reads one of the *Philippic Orations* of Demosthenes and the *Antigone* of Sophocles.

Each class in this school recites twice a week: Tuesdays and Thursdays.

DEPARTMENT F.

Miss R. Claire Dodd, Professor.

This department embraces two schools, viz.: School (*a.*)—German; School (*b.*)—French.

School (*a.*)—In this school there are three classes: The Junior (1), studies German Grammar and Exercises; the Middle (2), continues the study of the Grammar and reads the *Life* of Frederick the Great; the Senior (3), reads Goethe and Schiller.

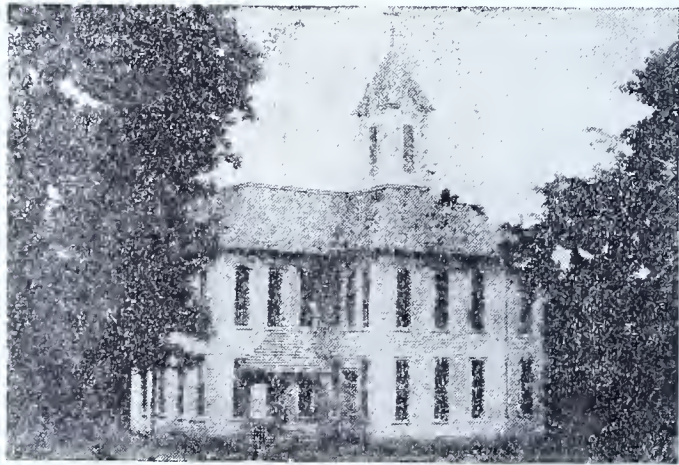
Each class in this school recites three times a week: Mondays, Wednesdays and Fridays.

School (*b.*)—In this school there are three classes; The Junior (1), studies French Grammar and Exercises; the Middle

(2), continues the study of the Grammar and reads *Telemaque*; the Senior (3), reads *Moliere* and *Racine*.

Each class in this school recites twice a week: Tuesdays and Thursdays.

In both schools of this department special attention is paid to the daily use of these languages in conversation and in composition.



CHICKALAH PUBLIC SCHOOL, YELL COUNTY, ARK.

ARKADELPHIA METHODIST COLLEGE, ARKADELPHIA.

(See illustration, page 207.)

PREPARATORY DEPARTMENT.

Primary Class.

Reading. From chart, blackboard and First Reader.

Numbers. Counting by objects, and four fundamental rules to 10 (Grube system).

Spelling. All words used in reader, speller and child's vocabulary.

Writing. Formation of letters and copying lessons and exercises.

Geography. Cardinal points, moulding board and locality.

First and Second Preparatory Class.

Reader. First and Second, complete.

Complete Speller. Writing.

Arithmetic. Primary and written.

Geography. First lessons and introductory.

First Academic.

Reader (Fourth), Speller, Definer, Written and Mental Arithmetic, Introductory Grammar, Writing, Lectures in Physiology, Botany, Zoology, etc.

Second Academic.

Supplementary Fourth Reader, Word Lessons, Practical Arithmetic, History of the United States, Practical Grammar, Composition and Writing, Lectures in Natural Science continued.

Collegiate Department.

This department is divided into three courses: 1, English; 2, Scientific; 3, Classical.

1. The English includes the Schools of Mathematics, Natural and Physical Science, Mental Science, English, History and Reading.

2. The Scientific comprises the English, with Latin and one modern language.

3. The Classical includes the English, with Latin, Greek and one modern language.

Diplomas and Degrees.

Diplomas, conferring the degree of B. P. (Bachelor of Philosophy) will be presented to young men completing with distinction the 'Senior Class of the English course; M. E. L. (Mistress of English Literature), to young ladies.

The Degree of B. S. (Bachelor of Science) will be conferred on those finishing the Scientific course.

The Degree of B. A. (Bachelor of Arts) will be conferred on those finishing the Classical course.

The Degree of M. A. (*Artium Magister*) will be conferred on those finishing the English course, with Latin, Greek and two modern languages.

SCHOOLS AND STUDIES.

There are five classes in each school. Students are classified according to qualifications at entrance, and are advanced as fast as they master the subjects.

I. SCHOOL OF MATHEMATICS.

Sub-Freshman. Fall Term, Arithmetic. *Spring Term*, Arithmetic, Ray's Practical.

Freshman. Fall Term, Arithmetic. *Spring Term*, Arithmetic, Ray's Higher.

Sophomore. Fall Term, Algebra, Olney's Complete. *Spring Term*, Algebra, Olney.

Junior. Fall Term, Geometry, Plane, Wentworth. *Spring Term*, Solid Geometry and Conic Sections.

Senior. Fall Term, Trigonometry, Surveying and Navigation, Wentworth. *Spring Term*, Analytical Geometry, Wentworth.

Advanced Senior. Fall Term, Calculus, Olney. *Spring Term*, Mechanics and Descriptive Geometry.

II. SCHOOL OF ENGLISH.

Sub-Freshman. Graded lessons in English, Reed & Kellogg.

Freshman. Higher lessons in English, Reed & Kellogg. History of American Literature.

Sophomore. Rhetoric, Kellogg. History of American and English Literature.

Junior. Literature—Introductory Study to Shakespeare.

Senior. Literature (continued)—Course of reading from best authors—Criticism.

Essays, debates, etc., required in all the classes on the first day of each school month.

III. SCHOOL OF HISTORY.

Sub-Freshman. History of United States, Anderson.

Freshman. History of America, Montgomery. Mythology, Berens.

Sophomore. History of England, Anderson. History of France, Anderson.

Junior. History of Rome, Meyers. Eastern Nations and Greece, Meyers.

Senior. General History, Anderson.

IV. SCHOOL OF NATURAL AND PHYSICAL SCIENCE.

Sub-Freshman. Geography, Comprehensive, Monteith.

Freshman. *Fall*, Physical Geography, Monteith. *Spring*, Natural History, Hooker.

Sophomore. *Fall*, Physiology, Steele. *Spring*, Botany, Gray.

Junior. *Fall*, Geology, Dana. *Spring*, Astronomy, Lockyer.

Senior. *Fall*, Physics, Ganot. *Spring* Chemistry, Youman.

Advanced Senior. *Fall*, Zoology, Steele. *Spring*, Mineralogy.

V. SCHOOL OF READING.

Sub-Freshman. Fourth Reader, Monroe, with Æsop's Fables; Gulliver's Travels, Swift; Arabian Nights.

Freshman. Fifth Reader, Monroe, with Greek Heroes, Kingsley; Tom Brown at Rugby, Hughes; Vicar of Wakefield, Goldsmith.

Sophomore. Sixth Reader, Monroe; Sketch Book, Irving; Lady of the Lake, Scott; Plutarch's Lives; Thanatopsis, Bryant; Merchant of Venice, Shakespeare.

Junior. Ivanhoe, Scott; Julius Cæsar, Shakespeare; Parliament of Fowles, Chaucer; Essay on Man, Pope; Hudson's Selections, Burke, Webster, Bacon, Wadsworth, Burns, Addison and Goldsmith.

Senior. Selections, Ruskin; Paradise Lost, Milton; Last Days of Pompeii, Lytton; Selections, Tennyson; Selections, Longfellow.

Special attention to spelling throughout the course.

VI. SCHOOL OF MENTAL SCIENCE.

Senior. Moral Science, Wayland; Mental Science.

Advanced Senior. Science of Wealth, Gregory. Logic, Tigert.

VII. SCHOOL OF GREEK.

Freshman. First Greek Book, Harkness; The Greek in English, Goodell; Mahaffy's Old Greek Life.

Sophomore. Prose Composition, Jones; Anabasis, Xenophon's; Grammar, Goodwin; Memorabilia.

Junior. Goodwin's Grammar; Homer's Iliad; Jebb's Greek Literature; Mahaffy's Old Greek Education: Greek Testament, Westcott & Hurt.

Senior. Demosthenes; Willson's Mosaics of Grecian History; Sophocles.

VIII. SCHOOL OF LATIN.

Freshman. Lessons, Collar & Daniel; Reader, Harkness.

Sophomore. Prose Composition, Cæsar; Cicero.

Junior. Virgil, Versification, Horace.

Senior. Livy; Terrence, Plautus.

IX. SCHOOL OF GERMAN.

Sophomore. Introductory Book, Joynes; Reader, Joynes.

Junior. Wilhelm Tell; Maria Stuart.

Senior. Die Jung Frau von Orleans; Minnie von Barnhelm.

X. SCHOOL OF FRENCH.

Sophomore. Macmillan's French Course No. 1; Reader, Joynes.

Junior. Racine's Athalie, Corneille's Le Cid.

Senior. Telemaque; La Misanthrope.

SEARCY COLLEGE, SEARCY, ARK.

(See illustration, page 222.)

COURSE LEADING TO THE DEGREE OF A. B.

Sub-Freshman.

1. Higher English.
2. Algebra, begun.
3. Physical Geography and Elementary Science.
4. Latin Grammar.

Freshman.

1. Rhetoric.
2. Algebra, completed.
3. Physiology, Civil Government and Political Economy.
4. Cæsar, Sallust and Cicero.

Sophomore.

1. English Literature.
2. Geometry.
3. German, French or Greek.
4. Virgil, Cicero de Senectute, and Germania of Tacitus.

Junior.

1. Chemistry.
2. Trigonometry, Analytical Geometry and Logic.
3. German, French or Greek.
4. Livy, Horace, Juvenal.

Senior.

1. Anglo-Saxon.
2. Geology and Astronomy.
3. Psychology and Ethics.
4. Physics.

COURSE LEADING TO THE DEGREE OF B. S.

Sub-Freshman.

1. Higher English.
2. Algebra, begun.
3. Physical Geography and First Steps in Science.
4. Higher Arithmetic.

Freshman.

1. Rhetoric.
2. Algebra, completed.
3. Physiology, Botany and Zoology.
4. French.

Sophomore.

1. English Literature.
2. Geometry.
3. English History, Civil Government and Political Government.
4. French.

Junior.

1. Geology and Logic.
2. Trigonometry, Analytical Geometry and Surveying.
3. Chemistry.
4. German.

Senior.

1. Psychology and Ethics.
2. Railroad Surveying, Calculus and Astronomy.
3. Physics.
4. German.

COURSE LEADING TO THE DEGREE OF B. L.

Sub-Freshman.

1. Higher English.
2. Algebra, begun.
3. Physical Geography and First Steps in Science.
4. Higher Arithmetic.

Junior.

1. Rhetoric.
2. Algebra, completed.
3. Physiology, Civil Government and Political Economy.
4. English History and General History.

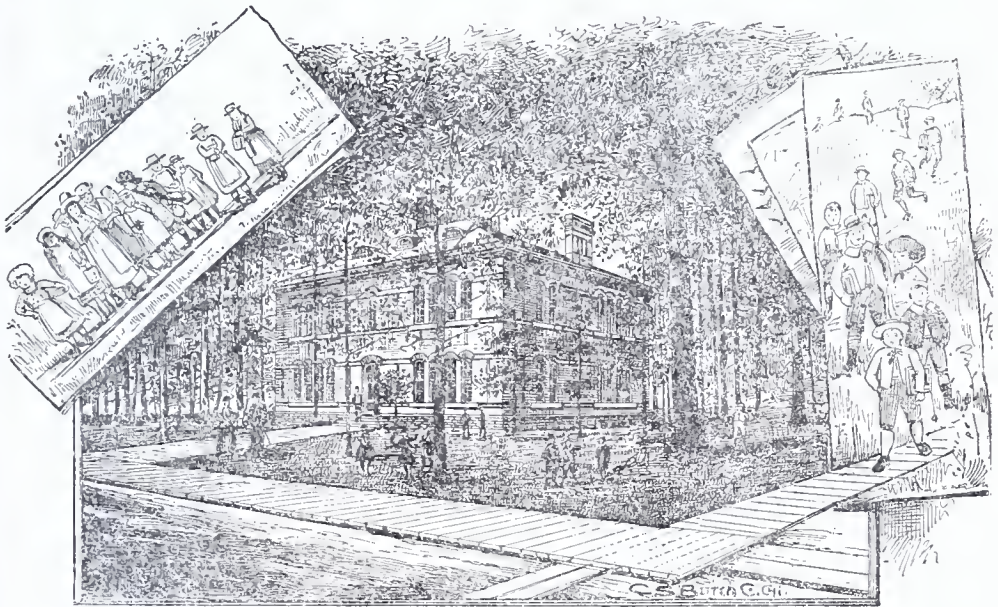
Intermediate.

1. English Literature.
2. Geometry.

3. French or German.
4. Geology and Logic.

Senior.

1. Chemistry.
2. Trigonometry and Physics.
3. French or German.
4. Psychology and Ethics.



JONESBORO PUBLIC SCHOOL, JONESBORO, ARK.

ARKANSAS CUMBERLAND COLLEGE, CLARKSVILLE, ARK.

COURSE OF STUDY.

PREPARATORY SCHOOL.

In this Department, pupils are prepared to enter the academy. The course of study is carefully graded, and embraces the following subjects :

Spelling. By letter and by sound, analysis and composition of words, and the use of the dictionary.

Reading. Special attention being given to articulation, emphasis and inflection. Every effort is made to secure purity and flexibility of voice in reading and speaking.

Writing. Posture, movement and form, continual practice in every grade.

Arithmetic. Oral and written. Proficiency is required in the elementary operations, denominate numbers, fractions, common and decimal, applications of percentage, proportion, square and cube root and arithmetical analysis.

English Grammar. Language exercises, composition, etymology and the elements of syntax.

Geography. Mathematical, political and map drawing.

History. Of the United States and general.

Physiology and Hygiene. Elementary, with the effects of alcohol and tobacco upon the system.

ACADEMY.

Note.—The classes in the academy are taught for the present by the College Faculty. Pupils who have passed satisfactorily the grades of the preparatory school will be received into this department without examination. For admission to the first class, all others must be prepared to stand an examination in Practical Arithmetic, English Grammar (Harvey's or its equivalent), Geography and United States History. Candidates for admission to any class must be able to pass an examination on the preceding part of the course, or its equivalent.

FIRST YEAR.

First Term. Arithmetic, Metric System; Algebra, Numbers Symbolized; English Grammar and Analysis, First Latin Book, Human Body, Brief, Bible.

Second Term. Algebra, Numbers Symbolized; English Grammar and Analysis, Latin, Grammar and Cæsar, Botany, Brief, Bible.

SECOND YEAR.

First Term. Algebra, Numbers Universalized, Part I; Rhetoric, Latin Grammar and Virgil, First Greek Book, Physics, Brief, Bible.

Second Term. Algebra, Geometry, Plane, Rhetoric and Elocution, Virgil, Mythology, Greek Grammar and Anabasis, Zoology, Brief, Bible.

COLLEGE.

FRESHMAN YEAR.

First Term. Bible, Geometry, Plane and Solid; Essentials of English, Sallust and Cicero de Senectute, Iliad, Physical Geography and Meteorology.

Second Term. Bible, Plane Trigonometry and Surveying, English Classics, Orations of Cicero, Iliad, Inorganic Chemistry.

SOPHOMORE YEAR.

First Term. Higher Algebra, English Classics, Horace, Herodotus, Memorabilia, Organic Chemistry, Political Economy, French, elective.

Second Term. Trigonometry, English Classics and Elements of Criticism, Livy, Demosthenes de Corana, Mineralogy, French, elective.

JUNIOR YEAR.

First Term. General Geometry, Tacitus, Antigone, Alcestis, Human Body, Psychology, German, elective.

Second Term. Calculus, Differential and Integral; Quintilian, Plato, Botany, Logic, German, elective.

SENIOR YEAR.

First Term. Bible, Physics, Latin Language and Literature, Philology, Zoology, Ethics.

Second Term. Bible, Astronomy, Greek Language and Literature, International Law, Geology, Evidences of Christianity.

TEXT-BOOKS, PARTIAL LIST.

Mathematics. Sensenig's Algebras, Stewart's Geometry, Davies' (Van Amringe) Surveying, Newcomb's General Geometry, Calculus and Astronomy.

Physics. Steele, Olmstead.

English Grammar. Reed & Kellogg, Whitney.

Latin Grammar. Harkness, Allen and Greenough.

Greek Grammar. Goodwin.

Botany. Bessey, Wood, Gray.

Chemistry. Remsen.

Physiology. Martin.

LITTLE ROCK UNIVERSITY—COLLEGE COURSES.

(See illustration, page 214.)

CLASSICAL.

The figures denote the number of weekly exercises.

FRESHMAN YEAR.

Fall Term. Livy, 5 ; Herodotus, 5 ; Algebra, 5.

Winter Term. Livy and Tacitus, 5 ; Xenophon and Plato, 5 ; Trigonometry, 5.

Spring Term. Tacitus, 5 ; Thucydides, 5 ; Surveying, 5.

SOPHOMORE YEAR.

Fall Term. Horace. 3 ; Demosthenes, 4 ; French or German, 5 ; Analytical Geometry, 3.

Winter Term. Horace, 3 ; Demosthenes, 4 ; French or German, 5 ; Analytical Geometry, 3.

Spring Term. Cicero's Essays, 3 ; New Testament, 4 ; French or German. 5 ; Calculus or Mechanics, 3.

JUNIOR YEAR.

Fall Term. French or German, 5 ; Chemistry, 5 ; Rhetoric, 4 ; English Literature, 1.

Winter Term. French or German, 5 ; Physics, 5 ; Logic, 4 ; English Literature, 1.

Spring Term. French or German, 5 ; Psychology, 5 ; English Literature, 5.

SENIOR YEAR.

Fall Term. Geology, 5 ; Psychology, 4 ; Art Criticism, 3 ; Butler's Analogy, 3.

Winter Term. Astronomy, 5 ; Ethics, 4 ; History of Philosophy, 3 ; Rational Theism, 3.

Spring Term. Political Economy, 5 ; History of Civilization, 3 ; History of Philosophy, 3 ; Evidences of Christianity, 4, Rhetorical exercises throughout the course.

SCIENTIFIC.

FRESHMAN YEAR.

Fall Term. Livy, 5 ; Algebra, 5 ; Chemistry, 5.

Winter Term. Livy and Tacitus, 5 ; Trigonometry, 5 ; Chemistry, 5.

Spring Term. Tacitus, 5 ; Surveying, 5 ; Mineralogy, 5.

SOPHOMORE YEAR.

Fall Term. Horace, 3 ; Analytical Geometry, 3 ; Physics, 5 ; Biology, 4.

Winter Term. Horace, 3 ; Analytical Geometry, 3 ; Physics, 5 ; Zoology, 4.

Spring Term. Cicero's Essays, 3 ; Calculus or Mechanics, 3 ; Psychology, 5 ; Botany, 4.

SENIOR YEAR.

Fall Term. Geology, 5 ; Rhetoric, 4 ; Art Criticism, 3 ; Butler's Analogy, 3.

Winter Term. Astronomy, 5 ; Ethics, 4 ; History of Philosophy, 3 ; Rational Theism, 3.

Spring Term. Political Economy, 5 ; History of Civilization, 3 ; History of Philosophy, 3 ; Evidences of Christianity, 4.

PHILOSOPHICAL.

FRESHMAN YEAR.

Fall Term. Livy, 5 ; German, 5 ; Algebra, 5.

Winter Term. Livy and Tacitus, 5 ; German, 5 ; Trigonometry, 5.

Spring Term. Tacitus, 5 ; German, 5 ; Surveying, 5.

SOPHOMORE YEAR.

Fall Term. Horace, 3 ; Analytical Geometry, 3 ; Physics, 5 ; Zoology, 4.

Winter Term. Horace, 3 ; Analytical Geometry, 3 ; Physics, 5 ; Logic, 4.

Spring Term. Cicero's Essays, 3 ; Calculus or Mechanics, 3 ; English Literature, 4 ; Psychology, 5.

SENIOR YEAR.

Fall Term. Geology, 5 ; Psychology, 4 ; Art Criticism, 3 ; Butler's Analogy, 3.

Winter Term. Astronomy, 5 ; Ethics, 4 ; History of Philosophy, 5 ; Rational Theism, 3.

Spring Term. Political Economy, 5 ; History of Civilization, 3 ; History of Philosophy, 3 ; Evidences of Christianity, 4. Rhetorical exercises throughout the course.

COLLEGE PREPARATORY.—CLASSICAL.

FIRST YEAR.

Fall Term. English Composition, Civil Government, Algebra, Latin, Grammar and Composition.

Winter Term. English Composition, the English Bible, Algebra, Latin, Grammar and Composition.

Spring Term. English Composition, Physical Geography, Higher Arithmetic, Latin, Grammar and Composition.

SECOND YEAR.

Fall Term. General History, Algebra, Latin, Cæsar and Composition ; Greek, Grammar and Composition.

Winter Term. General History, Algebra, Latin, Cæsar and Composition ; Greek, Grammar and Composition.

Spring Term. General History, Algebra, Latin, Cicero and Composition ; Greek, Grammar and Composition.

THIRD YEAR.

Fall Term. Sacred History, Geometry, Virgil, Mythology and Antiquities, Greek, Xenophon's Anabasis.

Winter Term. Physiology, Geometry, Virgil, Mythology and Antiquities, Greek, Homer's Iliad.

Spring Term. Physiology, Geometry, Virgil, Mythology and Antiquities, Greek, Homer's Iliad.

PHILOSOPHICAL AND SCIENTIFIC.

FIRST YEAR.

Fall Term. English Composition, Civil Government, Algebra, Latin, Grammar and Composition.

Winter Term. English Composition, the English Bible, Algebra, Latin, Grammar and Composition.

Spring Term. English Composition, Physical Geography, Higher Arithmetic, Latin, Grammar and Composition.

SECOND YEAR.

Fall Term. General History, Algebra, Latin, Cæsar and Composition; English Classics.

Winter Term. General History, Algebra, Latin, Cæsar and Composition; English Classics.

Spring Term. General History, Algebra, Latin, Cæsar and Composition, English Classics.

THIRD YEAR.

Fall Term. Sacred History, Geometry, Virgil, Mythology and Antiquities, French.

Winter Term. Physiology, Geometry, Virgil, Mythology and Antiquities, French.

Spring Term. Physiology, Geometry, Virgil, Mythology and Antiquities, French.

ENGLISH COURSE.

First Grade, First Year. Reading: First and Second Readers. Numbers: Counting and writing to 100; adding and subtracting through digits; signs. Geography: Oral, with Map-molding in Sand. Science: Hooker's Child's Book of Nature, Part I. Writing: Slate Work. Music, rote; Singing from Mason's Charts. Drawing: Elements on Slate.

Second Grade, Second Year. Reading: Third Reader. Arithmetic, Primary: Numeration, Addition, Subtraction. Language: Language Lessons. Geography: Map-moulding in Sand; Text-book through to North America. Science: Hooker's Child's Book of Nature, Part II. Writing: Forms with lead-pencil and paper. Music: Music Charts. Drawing: Continued.

Third Grade, Third Year. Reading: Fourth Reader. Spelling. Arithmetic: Multiplication and Division, etc., to Fractions. Geography: United States and South America.

Language: Lessons. Science: Physiology, Elementary; Writing.

Catechetical religious instruction daily in the first three grades.

Fourth Grade, Fourth Year. Reading, supplementary: Selections from Standard Authors. Spelling. Arithmetic: Through Decimals. Geography: Completed. Language: Lessons. Science: Chemistry and Zoology. Writing. Music. Drawing. The English Bible.

Fifth Grade, Fifth Year. Reading, supplementary: Selections. Spelling. Arithmetic: To Partial Payments. Grammar: Higher English. Science: Botany (Spring term). History: United States. Writing. Music. Drawing. The English Bible.

Sixth Grade, Sixth Year. Reading, supplementary: Selections. Spelling. Arithmetic: Completed. Grammar: Higher English. Science: Colman's Alcohol and Hygiene (Winter term); Andrew's Geology (Fall term). History: United States. Book-keeping. Music. Drawing. The English Bible

Manual training in the industrial departments throughout the course.

COLLEGE OF LIBERAL ARTS.

COURSES.

There are three college courses open, the classical, the Philosophical and the Scientific.

The Classical course leads to the degree of Bachelor of Arts.

It covers four years, and affords opportunity for acquiring a good general knowledge of a wide range of subjects, embracing Ancient and Modern Languages, Mathematics, History, Natural Science, Literature and Philosophy.

The degree of Master of Arts is not given *in cursu*, except upon examination.

The Philosophical and Scientific courses are arranged for three years, and lead to the degree of Bachelor of Philosophy and Bachelor of Science. They are mainly the same as the Classical, with Greek, or Greek omitted.

In each course the prescribed fifteen exercises per week are required, and also one in rhetoricals.

REQUIREMENTS FOR ADMISSION.

All candidates for admission to the Freshman class in the Classical course are examined in the studies in the entire work of the English and Preparatory departments, or :

English. Grammar, Composition, Literature ; Geography, Descriptive and Physical ; History, Ancient, Mediæval, Modern and Sacred ; Civil Government.

Latin. Grammar and Composition ; four books of Cæsar's Commentaries ; four orations of Cicero ; four books of Virgils *Æneid* ; Synonyms.

Greek. Grammar and Composition ; *Anabasis*, four books ; Homer's *Iliad*, two books.

Mathematics. Arithmetic, completed ; Algebra, through Choice-Plane and Solid Geometry.

Candidates for the Philosophical and Scientific courses substitute for Greek one year's work in French, and are to be prepared in Physiology and Physical Geography. All matriculates of this department should be at least 16 years of age.

MT. VERNON COLLEGE, PEA RIDGE, ARK.

PREPARATORY SCHOOL.

FIRST YEAR.

First Term. Fifth Reader, Practical Arithmetic, Primary Grammar, Geography.

Second Term. Fifth Reader, Practical Arithmetic, Primary Grammar, Geography.

Third Term. Fifth Reader, Practical Arithmetic, Primary Grammar, Geography.

SECOND YEAR.

First Term. Fifth Reader, Practical Arithmetic, Advanced Grammar, History.

Second Term. Fifth Reader, Practical Arithmetic, Advanced Grammar, History.

Third Term. Fifth Reader, Practical Arithmetic, Advanced Grammar, History.

THIRD YEAR.

First Term. Advanced Grammar, Primary Algebra, Physiology, Latin.

Second Term. Advanced Grammar, Primary Algebra, Natural Philosophy, Latin.

Third Term. Advanced Grammar, Higher Algebra, Natural Philosophy, Latin.

COLLEGE PROPER.

FRESHMAN YEAR.

First Term. Advanced Grammar, Higher Algebra, Geometry, Cæsar, Zoology.

Second Term. Higher Algebra, Geometry, Advanced Grammar, Cicero, Civil Government.

Third Term. Higher Algebra, Geometry, Advanced Grammar, Cicero, Civil Government.

SOPHOMORE YEAR.

First Term. Higher Algebra, Geometry (Review), Virgil, Boise's First Greek Book, Rhetoric.

Second Term. Higher Algebra, Plane Trigonometry, Livy, Xenophon, Rhetoric.

Third Term. Higher Algebra, Surveying, Livy, Xenophon, Rhetoric.

JUNIOR YEAR.

First Term. Conic Sections, Chemistry, Horace, Herodotus, Rhetoric (Review).

Second Term. Conic Sections, Botany, Tacitus, Greek Testament, Meteorology.

Third Term. Analytical Geometry, Botany, Juvenal, Greek Testament, Meteorology.

SENIOR YEAR.

First Term. Astronomy, Cicero De Officiis, Thucydides, Mental Philosophy, United States Constitution.

Second Term. Calculus, English Literature, Geology, Logic, Demosthenes on the Crown.

Third Term. Calculus, Evidences of Christianity, Logic, Political Economy.

ARKANSAS COLLEGE, BATESVILLE, ARK.

COURSE OF STUDY.

PREPARATORY ENGLISH COURSE.

It will be our aim that all preparatory work shall be done in the most thorough manner, and students trained to such diligence and exactness in this as to favor their profitable advancement in the College Course proper. If marked deficiencies are noted in a collegiate students' knowledge of elementary subjects, work in such departments will be required.

SPELLING.

This much neglected, but extremely useful branch, is a prominent feature along the entire course from the lowest grade to the Senior class inclusive. It can hardly be made prominent enough. Both written and oral spelling are required, though little attention is bestowed upon those words which are rarely used. At least one exercise per week in this, consisting of several hundred words, is required of the more advanced students, while daily practice is exacted of others.

READING.

In this, special attention will be paid to the securing of natural, distinct reading, as well as a clear comprehension of the matter read. In addition to several series of readers, in order to secure freshness, use is made of suitable periodicals.

WRITING.

The younger pupils receive, in this, daily practice, though our experience, in common doubtless with that of all educators, leads us to the realization of the fact that unfortunately some of the oldest need the most practice—judging from their illegible penmanship. Short transcripts, at frequent intervals, are required of *all*, serving the double purpose of affording practice in penmanship, and the requirement of absolute accuracy in transcribing. Marked improvement, both as

to accuracy and neatness in this exercise, has been noted in the case of many students.

ARITHMETIC.

Both mental and written. The former—that branch which is unsurpassed for purposes of mental drill in the case of preparatory students—is strenuously insisted upon during the entire period devoted to the study of Arithmetic. In the latter, due prominence is given to the commercial applications which are of so much practical value, and throughout the study much attention is paid to examples not found in the text book used.

ENGLISH GRAMMAR.

In this subject a text book will serve as a basis only, being supplemented very much with oral instruction. Essays and letters will be required as affording practice in composition, which will be criticised before the classes.

GEOGRAPHY AND UNITED STATES HISTORY.

The *essentials* of these two branches will receive very careful and thorough attention, while many things in both, found in nearly all text books upon these subjects, are deemed as belonging to the non-essentials and are treated accordingly. In no other common branches is such thoughtful discrimination more needed, for if all text book matter is treated as of equal importance, the result is the student often fails to retain scarcely anything of value. In the advanced class special prominence is accorded mathematical and commercial geography.

BACHELOR OF SCIENCE COURSE.

This includes one ancient language (either Latin or Greek), one modern language (French or German, in addition to English Composition and Literature), Ancient and Modern History, Physiology, Chemistry, Physics, Astronomy, Higher Arithmetic, Algebra, Geometry, Plane Trigonometry, Surveying, Moral Science, Biblical and Ecclesiastical History and Political Economy. Satisfactory completion of this course en-

titles to diploma, conferring the degree of Bachelor of Science (B. S.).

BACHELOR OF ARTS COURSE.

In addition to the Preparatory English course, the satisfactory completion of the following curriculum is required of those who receive the degree of A. B., the highest conferred upon graduation.

Latin—Latin Grammar, Latin Reader, Viri Romæ, Sallust, Cæsar, Cicero, Virgil, Horace, Ovid and Tacitus.

GREEK.

Greek Grammar, Reader, Greek Testament (exegetical), Xenophon's Anabasis, Plato's Apology and Crito, Sophocles' *Œdipus Tyrannus*. Selections from Thucydides and Herodotus.

BIBLICAL HISTORY.

The English Bible forms a prominent department of instruction throughout the entire course. There are three classes in this department, in two of which tri-weekly recitations are held. This study is confined chiefly to the historical books of both Testaments and the time is occupied, not in dealing with controverted points so far as differences exist between evangelical denominations, but chiefly in a careful study of the characters of those persons whose lives afford such inspiration in true character building. We hold that no school is strictly entitled to be regarded as a Christian institution where the Bible is not a regular text book, since it is the distinctively Christian book, and no education can be at all complete in a literary aspect alone, without a knowledge of the scriptures, leaving out of view their inspiration. This department has been a prominent feature of the institution ever since its foundation, it being one of the first in the country to introduce, and still remains one of a small number which maintains for Biblical History a rank in the curriculum, equal in importance to the majority of other branches of study, as evidenced by the time devoted to its consideration.

ECCLESIASTICAL HISTORY.

A brief course in this is required of all who receive degrees and is open to others. The text-book used is a compend recently formulated by the founder of the institution. So far as known no other college in our land makes this important subject an indispensable part of the curriculum. A more connected outline of this branch of history can be secured in this form than that obtained from text books on General History.

MENTAL AND MORAL SCIENCE.

These are taken up in the advanced stage of the student's course and a review of the same is always made during the Senior year. The text book is very freely supplemented by lectures.

MATHEMATICS.

Elementary, Algebra, Higher Algebra, Plane and Solid Geometry, Plane and Spherical Trigonometry, Surveying, Analytical Geometry, Calculus.

The ends to be attained in mathematical study—mental development and discipline acquired through reasoning—are carefully kept in view, and to aid in this much attention is paid to the solution of extra problems in algebra and a great variety of exercises in geometry, since the successful pursuit of the higher mathematics depends in a great measure upon the thoroughness of the teaching of these subjects. And in no other part of a curriculum is a better opportunity afforded the student to think and reason for himself than in the study of such exercises. In this course senior mathematics is an elective study, and provision is made for the substitution therefor of proficient attainments in the French or Hebrew language.

HISTORY.

Both Ancient and Modern. In a subject covering so much ground as this, it is impossible in a college course to gain more than an outline, hence no attempt at a *minute* study of general history is made. The main events, however, are dwelt upon with careful discrimination in the attention bestowed

upon different portions of the text book. A considerable portion of each session is devoted to the study of current history. Students while studying about the statecraft of ancient rulers, certainly need to inform themselves concerning the policies of living statesmen. While gaining some knowledge of ancient, medieval or comparatively modern history, we believe they should be "kept in touch" with the history of *today* by gaining such acquaintance with it as to enable them to understand the editorial allusions of an ably conducted newspaper, as well as the history of the American revolution. Such unbiased presentation of current events as is given in the editorials of the "Youth's Companion," and other newspapers, is made, to some extent, the basis for the consideration of these topics—the clippings therefrom being placed upon a bulletin board for reference.

NATURAL SCIENCE.

[Physiology, Chemistry, Physics, Astronomy.] The first named is taught every year, classes are formed in the others alternate years. In the physiology class use is made of charts and a manikin for the better presentation of the material afforded in the text book. In physics and Chemistry, the apparatus for illustration is limited, yet additions are being made from time to time. The general principles of these sciences are continually kept prominent, and due stress is laid upon the mathematical applications of the former. In astronomy special prominence is accorded the principal systems of celestial measurement and a minute study of the earth as a planet is required. The class secures the benefit of open-air explanations and investigation with optical instruments, upon certain favorable nights.

ENGLISH.

The advanced classes take a course comprising the grammar, composition and history of the language, together with an outline history of English literature. A critical study of several English classics is also required, as well as essays of various kinds. Some of the latter are upon subjects which are

announced in advance—others are written in the class-room under the supervision of the instructor.

POLITICAL SCIENCE.

[Science of Government and Political Economy.] In the former of these in addition to the general principles of Common and International Law, a careful and minute study of the Constitution of the United States is required, as well as the investigation of the leading features of municipal and State government, since we regard a clear comprehension of these as essential to the proper discharge of the duties of citizenship. Bryce's "American Commonwealth" will be the chief work of reference. A comparison is instituted between the structure of our national government and that of Great Britain, Germany and other leading powers, by which comparative method is displayed the essential points of difference between the veto power lodged with our executive and that of other rulers, etc. In political economy, besides the consideration of the ordinary divisions of that subject, special attention is bestowed upon contemporaneous important social and economic questions.

FRENCH AND GERMAN.

In the course will be embraced grammatical drill, and a line of reading which includes a number of the most commonly studied authors.

CHAPTER XXIX.

REPORT OF HON. J. L. M. CURRY,

GENERAL AGENT.

To the Trustees of the Peabody Education Fund, 1892 :

In the introductory sentence of the last report reference was made to an important educational event—the enactment by Parliament of the Elementary Education Bill. Common origin, language and literature, similarity of laws and political institutions, identity of interests, a mutual relation and obligation to the future as growing out of our religious and civil freedom, make everything that deeply concerns the mother country of vital concern to our people and civilization. It cannot then be improper to record the fact that in June last the Vice President of the Council of Education stated to the House of Commons that the act in all its operations had been a conspicuous success; that out of a total of 19,000 schools affected by the act in England and Wales, 14,000 or 15,000 are now “absolutely free schools.” and that the average grant per child had risen from 17*s.* 10 $\frac{3}{4}$ *d.* in the previous year to 18*s.* 4*d.* in the current year. This increase did not come too early, for in a debate in the House of Commons it was stated that at an election in 1885, out of 3,734,693 votes polled in England and Wales, 80,430 were illiterate, or 1 to 64; out of 447,588 votes in Scotland, 7708, or 1 out of 74, were illiterate, and in Ireland, out of 450,906 votes, 98,404, or 1 out of 5, were illiterate.

The changes in the last decade in the attitude of the English government toward education show the increasing sense of reliance upon the masses and the adaptation of legislation to their needs and rights. Elementary education has been made compulsory, and then, by inevitable logic, free; the grammar schools have been subjected to closer

scrutiny ; a sum not less than £538,600 is to be spent annually on technical instruction in England alone ; local university colleges have been established in many of the large cities of the kingdom, three of which have acquired *status* as the Victoria University ; a sum of £15,000 is granted yearly for the partial maintenance of the metropolitan and local colleges ; a Royal Commission has recommended a radical change in the constitution of the Scotch universities ; a scheme has been approved by the Privy Council for the establishment of a Teaching University in and for London ; a new Royal Commission is at work on the best means of uniting under one head the institutions in London which give education of university standard, and there is agitation still of the question of placing in the hands of elected representatives of rate-payers the immediate control of all schools receiving public aid.

Popular as are our free schools, deeply imbedded as they are in our organic laws, essential to our free institutions as are their liberal support and civil control apart from ecclesiastical supervision or control, American as they distinctively are, yet they are in no sense antagonistic to, or inconsistent with, the highest scientific and literary culture. University and common school are but parts of one grand system. Colleges and intermediate high schools are indispensable as links and auxiliaries between the highest and the lowest. In our system of decentralization, of State autonomy, of Home Rule, of community and individual development, we do not need a central, dominating National University ; and it would be fatal to the diffusion of higher education among a large number, to the obtainment of the education needed by those who are to constitute the body of our professional and public and business men, if the colleges, which have been and are the prolific nurseries of those most eminent and useful in the varied walks of life, should become mere dependents upon, subordinate servants of, a few overshadowing universities. For the encouragement of the scientific spirit and of disinterested study, for stimulating research, for increasing as well as communicating knowledge, as finishing schools for a limited class pursuing knowledge sys-

tematically as a thing of worth in itself, for more boldness and freedom and less adherence to curricula and traditions, universities are a need. The enormous individual gifts for such invaluable agencies have startled and bewildered and at the same time gratified the public mind. Their establishment and endowment is a healthy evolution. As they must depend upon the colleges for the fitness and number of their students, it should not be difficult to adopt, under proper safeguards and for reciprocal benefit, a plan of affiliation bringing both into relations of respect and helpfulness.

One of the most remarkable phases of educational thought and action of modern times is the fixed conviction that manual training should, because of its educational and economic value, be established and sustained as an inseparable part of our public schools. It has been long thought that instruction has been too generally restricted to literary things; to purely mental development and culture. Aristophanes, we are told, counted upon an audience ready to laugh at the idea of giving instruction in astronomy and geometry as things too remote from human interests; and we have been too much inclined to laugh at the connection, in the school-room, of what may be practical and useful in every-day pursuits with the acquisition of knowledge and with systematic mental development. More than fifty years ago in Virginia, Georgia and Alabama, there were manual-labor schools in which the students were required to work on the farm. This combination of farm labor with the school room was too purely mechanical and unsystematic, and was soon abandoned as a failure. In Europe, trade schools have been conducted with much success, and in many places manual training is a part of the regular course. The senses are cultivated along with the powers of the mind. Eye and hand are trained for construction and invention. Drawing is taught with writing. From this manual training, or instruction in the use of tools, the transition is easy to instruction in the principles of science and art applicable to industries, and in the application of special branches of science and art to specific industries and employments. In the

United States it has been too common for the children to leave school with only a little knowledge of reading, writing, and arithmetic. No inclination to manual labor is awakened by the instruction given. The teaching and the trend are otherwise directed. The pupils are educated away from productive industry and the ranks of labor. As a necessary but deplorable consequence, trained skill and high compensation are monopolized largely by foreign-born men, who owe their success and posts of responsibility to the practical and better-rounded education obtained abroad. "Bread studies," as they are called, intellectual preparation for practical pursuits, is what the immense majority of youth must always need. A complete reorganization of the education of the country, to be adapted thoroughly to industrial and economic needs, is what some of our most thoughtful persons consider a necessity. Practical, scientific and artistic education, free or at a moderate cost, connecting with the pursuits of the many, applied to their probable future industries, would give most valuable material and economic results. The president of the Polytechnic Institute in London, at the last distribution of prizes to the students, said, "Englishmen thought at one time, because they had won the battle of Waterloo, they could sit still and command the markets of the world; but they were awakened from this dream by a rude shock which found expression in starving mechanics and diminished trade." To secure for the mechanics and artisans of our land positions higher than the lowest grades of mere mechanical labor, it is necessary that they should be masters of their business and of every principle involved in it.

Our country has been distinguished by princely benefactions for colleges, universities and science. Names have thus been linked imperishably with institutions. It is gratifying that so many colleges have immortalized gifts and givers. Harvard, Colby, Brown, Bowdoin, Clark, Yale, Cornell, Colgate, Stamford, Crozer, Tulane, Vanderbilt, Johns Hopkins and others perpetuate enduringly benefactors and philanthropists. Peabody and Slater connected their names indissolubly with

gifts that were not for the few, but for the many—not for the wealthy, but for the destitute and neglected. Their object was to lift up the masses. Two of our colleagues, actuated by the same humanitarian spirit, have within the last year made generous contributions for education. The school of Col. Auchmuty, in this city, is for the benefit of those who wish to fit themselves for trades without the drudgery of a dreary, uninspiring apprenticeship, and to relieve mechanics of an exterior tyranny, which seeks to control labor, wages and freedom of contract. To this school Mr. J. Pierpont Morgan has given half a million of dollars.

It was a rule among the Jews that every boy, whatever might be his future occupation, was to acquire a trade as a resource in time of need. This was a restraint in the period of youth, when passions are strong and leisure is dangerous; and it acquainted the wealthy with the struggles and experiences of the less-favored, who were dependent for a livelihood upon the sweat of the brow. The Apostle Paul, college-bred and scholarly, was thus, during the hardships of missionary life, able to support himself in manly independence. Mr. Anthony J. Drexel, by a gift of more than a million and a half of dollars, has built and endowed an "Institute of Art, Science and Industry" in Philadelphia, which will develop the executive as well as the receptive side of human beings, and equip those who are educated there for *doing* as well as for *thinking*.

The interesting report of President Payne, herewith submitted, gives a full account of our college at Nashville. Two visits to the college, since the last meeting, in one of which I was accompanied by President Hayes, enable me to confirm the statements of the accomplished President, both as to the prosperity and the needs of the institution. Increasing demands may awaken some opposition, but we do not want the Peabody Normal College "to go on in drowsy and impotent routine." Let it rather, the sooner the better, become the leading Normal College in America. In library, in gymnasium, in the faculty; in the equipments for their work; in the

higher qualifications of the students; in their trained development in mind and heart; in the purpose and spirit awakened in their bosoms; in grasping principles and acquiring habits which qualify for their chosen path of duty; in all that is essential to train teachers to teach, the College should be constantly improving upon the incompleteness or inefficiency of older methods. The report of the Commissioner of Education emphasizes the need of special efforts for improving schools and colleges by improving the faculties of instruction. Judge Draper, the late efficient superintendent of New York, says "nothing can be of such supreme importance as the institution of efficient agencies for the promotion of the training of professional teachers." A noteworthy feature in the history of the college is the increasing number of students who come with diplomas, or certificates of proficiency from other colleges of excellent standing. These young men and women will carry away more philosophic methods of teaching, broader views of educational psychology, a larger acquaintance with the history and principles of education, a better appreciation of the *spirit* of teaching, which is often superior to a mere abstract knowledge of methods and principles; and having experimented in a school of observation and practice, or carefully noted its methods, they will be able to save classes in high schools and colleges from having their teachers to learn their art from tentative practice on those who can ill afford to lose the precious period from which the maturer man receives so much of his tone, temper and complexion. The Peabody Normal College, while not departing from its original object, may, as means for furnishing teachers for public schools are multiplied, enlarge and exalt the sphere of its influence, and do in part the work of "L'École Normale Supérieure" in Paris, which is for the education of those who wish to become professors at colleges or *lycees*. By its successful history, our college has stimulated the establishment of normal schools and colleges in other States, and has had a beneficial influence in promoting the formation of a teaching profession, and elevating the standard of teaching throughout the whole terri-

tory where its graduates have taught or superintended graded schools.*

Since our last meeting I have visited the normal schools at Hampton, Columbia, Orangeburg, Milledgeville, Montgomery, Greensboro and Huntsville. At some of these places I was fortunate in having the company of President Hayes. His visit was highly appreciated, and had a stimulating effect upon teachers, pupils and communities.

Every Southern State has now one or more normal schools for both races; and what the board has so earnestly sought to secure is now an accomplished fact. These schools are already doing excellent work, and with increasing experience and outfit will be able to confine themselves more exclusively to normal work, and to supply, in larger measure, the need for trained teachers. The Winthrop Training School is now the Winthrop Normal College, and under its capable president, David Bancroft Johnson, retains and increases its popularity with the government, the teaching profession, and the people. The new session has opened auspiciously. "In the present class—the largest in the history of the institution—there are twenty-seven who have taught school, forty-three who have attended high schools and colleges, and seventeen graduates. Our adherence to strictly professional work protects us from immature students." The new school at Milledgeville is well officered. President Chappell is energetic and ambitious, and with proper aid from the State, will soon have an institution of which Georgia is in urgent need. The last session of the North Carolina Legislature provided for the organization of an industrial and normal institute at Greensboro. Having several times urged upon the Legislature the establishment of such a school, it was a real pleasure to attend its formal opening, on the 6th instant. Nearly two hundred students have been enrolled. There were over three hundred applications.

The trustees will not fail to recall that in his last two re-

*President Payne telegraphed yesterday: "The most promising opening in the history of the College. Present registration, 404. A gain of forty so far. Seventy-five in model school.

ports the general agent has written hopefully of the good results anticipated from the efforts made to improve the efficiency of the teachers' institutes. To revolutionize the plans, however unsatisfactory, which had grown up under circumstances which perhaps excused their adoption, has required patience, firmness, and much correspondence and personal discussion. The fruits we are beginning to gather. The reports of the State Superintendents will show that better work has been done than ever before, and these public officers deserve highest praise for their self-sacrificing devotion to the important work committed to their hands. It may not be improper, however, to emphasize what I have before ventured to suggest, that one of the most serious hindrances to the efficiency and gradual improvement of our school system, is the connection of their administration with national politics. It would be a great gain if there could be brought about a complete divorce between politics and our educational machinery. Failing to apply to school officers the sound principles which pertain to ordinary business affairs has drawn such offices into the spoils maelstrom; and offices are often bestowed, not to secure faithful and intelligent public service, but as rewards for partisan services. From this and other causes there have been frequent and hurtful changes in the State Superintendents. Since my appointment as general agent (February, 1881) there have been two superintendents in West Virginia, four in Virginia, two in North Carolina, four in South Carolina, three in Georgia, three in Alabama, six in Louisiana, five in Texas, three in Arkansas and five in Tennessee. This chronic mutation implies that the appointing power does not appreciate, or insist upon, knowledge, experience, training and skill in this most important office. It is impossible that a Superintendent in a short term of service can learn the delicate and varied duties of his position and fit himself to perform them—make himself familiar with the educational wants of his State, with the school laws, with the teachers and auxiliary officers, and exert the guiding, stimulating influence which comes from such a man as Dr. Dickinson of Massachusetts. Inexperience invites, if it does

not necessitate, failure. A remark of John Stuart Mill is applicable: "No progress at all can be made toward a skilled democracy unless the democracy are willing that the work which requires skill should be done by those who possess it."



QUITMAN COLLEGE, QUITMAN, ARK.

CHAPTER XXX.

HOW SHALL THE QUALIFICATIONS OF TEACHERS BE ASCERTAINED.

[By Prof. Lewis Rhoton, Little Rock. Read Before Western Arkansas Teachers' Association.]

I shall not assume to answer the question correctly or fully. Its answer, applied, means the elimination of a vast amount of ignorance, empiricism, waste. Therefore, I do not, cannot *hope* to do more than mention a few "facts that you, yourselves do know," and suggest a few changes, which, "in the fitness of things," seem necessary, practicable, just.

John W. Cook, president of the Illinois Northern Normal, in his report to the State Superintendent, says: "Accurate scholarship is the first requisite to success in teaching. It is idle to suppose that one whose training has been characterized by carelessness and inaccuracy will cultivate the opposite in his pupils." The same thought, in almost the same language, is found in the lines of William H. Payne. It, also, occurs in the lines of Horace Mann—that prince of schoolcraft. It is contained in the lines of Judge Draper, the recent eminent Superintendent of New York State. Nay, the thought is twenty-two centuries old. It is *implied*, at least, in the lines of Plato,—him who reasoned well.

Scholarship is, then, the *first* requisite. This is the judgment of a whole host of men whose opinions in the solution of educational problems we must not, cannot ignore.

The scholastic qualifications to *enter* the teachers' work should be ascertained by an examination, because that is by far the best and surest way to prove or disprove one's claim to scholarship. Here the maxim of the law must be reversed. The applicant must be deemed incompetent until he proves the contrary. This test should be a written one, because in this

manner the thoroughness of training, the reasoning power, the accuracy of statement may be best discovered. The questions must be characterized by common sense. The applicant's failure or success must not be made to turn upon his knowing or *not* knowing the length in *feet*, of some bridge, the color of some king's hair, or the date of some trivial battle. Because we have seen such questions, and similar ones submitted in teacher's examinations is the apology for the reference thus made. If the certificates are to assume *any value* the examinations must be, without exception, in good faith. They must be public. They must be at stated times. They must be preserved for inspection.

Scholarship is but *one* of three qualifications to be ascertained. But it is of *paramount* importance. All the before-mentioned regulations should be scrupulously observed. That they have been flagrantly violated is not denied. Even State Superintendents, in many States, are not exempt from this criminality, for such violations are, though their fruits, a crime. Defaulting treasurers, absconding cashiers, deserve no tolerance. They rarely receive it. They are justly consigned to the prison walls. Yet superintendents, state and county, and examiners prostitute the trust reposed in them and are continued in office, and in respect. The one attempts to escape with "as much vile trash as may be grasped thus," and is incarcerated. The other becomes the active agent in transforming into a hideous thing the mind—"that imperishable gem that should be polished to shine in heaven's light forever." The crime of the one is exceeded by the crime of the other as the value of the ducat is exceeded by the value of the soul. And I doubt not, but that before the throne of Him who holds the universe in the hollow of His hand they stood as "Hyperion to a Satyr."

All scholars cannot teach any more than all scholars can preach, administer medicine or plead at the bar. There is *something* that differentiates the scholar and the teacher. This something is special preparation in the *art* of teaching. This preparation may be effected in either of two ways, viz.: By a

course of careful reading and study of the history of pedagogy, and the methods of teaching; or, by what is *far better*, in a training school. But the art qualifications must be found, else the candidate should not be licensed. We will not entrust the making of a garment to him who has not learned the art of his work by terms of apprenticeship. The sailor is not given charge of the ship until he has spent years before the mast. The physician is not allowed to write a prescription until he has added to his scholarship a special preparation. Are we, then, who so zealously and scrupulously guard the things that concern our temporal salvation, going to throw wide open the portals to the sanctuary of the mind? Are we going to keep our silver in a "ten times barred-up chest," but entrust to the wholly ignorant the child, the frailest and the feeblest of God's handiwork, which is to be formed into man, "noble in reason, infinite in faculty, in action like an angel, the beauty of the world, the paragon of animals?" In the name of humanity, *no!*

Then he who proposes to teach must show that he has studied the art of teaching. He must be an artisan at least. It has been said that the scholastic qualifications should be ascertained by a written examination. The art qualifications should be ascertained by an oral examination; because the applicant's originality and tact in presentation, aptness and resources, in illustration, personal force, idea of discipline, his "grace, grit and gumption," may be more quickly and better ascertained by an oral than by a written examination. Furthermore, it is entirely practicable. The examiner may secure an assistant, who may conduct the written work. At the same time, and without interfering with the written, the examiner may give the oral examination.

Yet there is a third accomplishment which the candidate must possess or he is not qualified to enter the educational field. The "how" is the child of the "why." Every *art* implies a science. That there is a science of the mind no reputable thinker denies. Then, by the force of logic it follows, "as the day the night," that there must be an applied science

in the evolution of the mind. Therefore, teaching is a rational art, or, in other words, it is a profession. And he who educates—leads forth the body, heart and mind in unison—is more than an artisan; he is an artist. Humboldt says: “The richest fruit earth holds up to its maker is a perfect man.” Another has aptly said: “There is nothing of worth in man but mind.” Consequently, since the mind is the especial care of the teacher, he who teaches best is pre-eminently and justly the prince of all artists.

Twenty-two centuries ago, in his “Republic,” Plato recognized the relative values of studies in the development of the mind. All great minds since Plato have recognized this *principle*, though they have varied very much in their estimate of the values. The teacher who from day to day and year to year is teaching arithmetic, geography, history, Latin and music without a conscious comprehension of the relative values of these studies in the development of reason, feeling, memory and imagination is, at least, making his work a “sorry trade.”

It is universally conceded that a physician should be a scientist. He should be able to trace the route from the effect to the cause. To the abnormal function he must assign a reason. Now, there are as many well fixed principles of the mind as there are of the body. Therefore, if a scientific knowledge of the body is essential to the success of the physician, as is conceded, it follows that a scientific knowledge of the mind is essential to the success of the teacher. Consequently, every aspirant to the teacher's work should be tested as to his knowledge of the cardinal principles of the mind. Of course the examination should not be abstruse, but something of the science of the mind should be required. This test, also, should be a written one.

It may be said that this knowledge is obtainable only through the study of psychology, which is difficult. That one must and should study elementary psychology, and that it is not easy, is admitted. But the term “teachers” presupposes brains. And, furthermore, your attention has been called to the fact tha

teaching should be a profession. And one of the distinctive features of a professional knowledge is that it is difficult of attainment.

Again, it is argued that such rigid requirements would have shut out many of our ablest teachers. Hence, would do so now. That it would have excluded a few who have done able work is granted. But you, no doubt, remember the significant reply of the oculist who said, when complimented for his rare skill, "Yes, but I have ruined a hatful of eyes in acquiring it." So of him grown gray in the service, who stands up and says, "Behold, ye men of science, one who has reached the zenith of glory by the ladder of empiricism and experiment," of him I would ask, "How many souls lie crushed beneath your feet?"

It was all right for Michael Angelo to experiment in molding *his* wondrous forms of beauty. He wrought cold clay. But he who teaches molds a living statue, warm with the breath of life, and awakens into activity the germs of a character that *must* live for weal or woe throughout the æons of eternity. Therefore, in teaching *any* empiricism unless it be *based* on scientific knowledge—mark you, *unless* it be based upon scientific knowledge—is an educational *sin*. Here, indeed, "Human thought should be the lineal ancestor of human action."

Furthermore, may it not be true, in the language of Mathews, that many of the would-be teachers have "mistaken their aspiration for inspiration?" Further still, is it not true that the opening of the gates to admit the few who, it is asserted, are teachers by "nature," admit hundreds of mean qualifications who more than counter-balance the good of the few? And; again, if it is true that God has made some persons teachers by "nature," as is asserted, do they not owe to him and to humanity to add to this heaven-sent gift a profound scholarship, and a knowledge of the science and art of their work, to the end that they may render the highest service to the race? And, finally, in the thought and language of the wise Bacon, they "owe it to the profession." I believe that it is an insult to the genius of the American people and institutions to assert

that such a goal would reduce the supply of teachers below the demand. I do not believe that such requirements would shut out one who possesses that lofty ideal, that intelligence, that energy, and that professional spirit that should characterize him who seeks admittance to this the "noblest of all professions."

On the other hand, the effect would be most salutary to the teachers, the taught and the people. Social position and compensation attract brains and skill. This is right. Using this as the criterion, the teacher's work is not an attractive work. Under the present conditions it cannot be so. The competent are forced to compete with the incompetent in a work where the results are not tangible, as they are in the other professions. In teaching only the connoisseur is able to discover the merits of the skilful and detect the errors of the unskilful. Hence, in this profession, as in none other, the race between the efficient and inefficient must ever be unfair. Again, the few who are making teaching a life work are forced to compete with the thousands who "use it for a shelter while it rains, but leave it as soon as the sun shines." Seeing this, men and women of brains and energy seek a livelihood in other professions. So that now, while at the bottom of the teacher's work, the thousands of pseudo-pedagogues are literally tramping one another to starvation, at the top of the ladder the owls and bats are building nests, and God and humanity are waiting for noble men and noble women to climb thereto.

Make the countersign to the profession scholarship, science and art. Admit *no one* who cannot give the countersign. Then the social position and compensation commensurate to the grave responsibility they assume and the high service they render will be accorded the teachers. And then men and women with "stout hearts, clear heads and skilful hands" will be attracted to the profession; men and women inspired by the divinity of their calling, united by the bonds of professional spirit, will constitute, as Victor Hugo has truly said, "the grandest army that marches in the progress of civilization." "A consummation devoutly to be wished."

If the plans suggested be enforced the teachers would enter the profession with a larger "stock in trade" than that with which most of them now leave it. And above *all* the most of them would enter it to stay in "*sunshine*" as well as "*rain*."

The qualifications to *remain* in the work should be ascertained by the actual success in "*doing*." This should be ascertained by a competent officer, or by competent officers, whose duty it is to inspect the teaching. To have a State Superintendent certify over his hand that he had visited a teachers' school, and, after a careful inspection, finds said teacher fully qualified to teach in any public school, I say that such a certification is worth infinitely more as a recommendation of the teacher's professional qualifications, than to have earned by a fair examination a State certificate of the same Superintendent. And I do not underestimate the *great* value of a fairly won State certificate.

Certainly the teachers, for manifold reasons, should not be subjected to annual and biennial examinations. If they are doing good work it is not only useless but absolutely unjust to force them to stand an examination or quit the work. If they are not doing satisfactory work an examination should not be granted them.

An evolution is needed. It should be inaugurated by securing examiners, *all* of whom are capable in every respect. There is no alchemy by which we can secure competent teachers any more than there is by which we can secure "golden actions through leaden instincts." Napoleon once said: "Give me able generals and I care not for the quality or quantity of the soldiery. The generals mold the army."

Every institution must have a controlling head. The public school is in fact, and in law, a State institution, not city or county. It is set up and supported by the State for general purposes. Therefore, the State Superintendent, as the educational executive, should enforce through the examiners a uniform, rigid examination of every candidate to enter the teacher's work relative to scholarship and scientific knowledge. True, "local self-government" is an alluring siren; most sweet

are her strains. Centralization is a term most repulsive. But the extreme decentralization now in vogue is the educational bane. Personal whims are pampered. Politicians and demagogues profit by it, but the great public school, the country's pride, receives death blows at its hands. I say in the educational field, down with decentralization and free trade; up with centralization and protection. Protection, first to the teachers; protection, second, to the people who labor from rosy morn to dewy eve and gladly pay their earnings into the school fund; protection, last, to the hundreds of thousands of children who cannot protect themselves.

The points emphasized are centralization, a high standard to enter the work, a written examination in every case as to scholarship and science of the mind, the tenure of office to depend upon actual success in work. The moral character has been omitted from this paper for want of time. It will not be omitted by a competent examiner.

I hope that I shall not be thought a pessimist from what I have said. On the contrary, I have undoubting faith in the future recognition of the *true* teacher in his true worth. While there are blemishes on the frontier of the educational world, yet the "heart and center" is sound. The public school is enshrined in the hearts of the people. The parent, in love, places the school house and home side by side. The child places the faithful, patient and devoted teacher side by side with the parent. Truly, he who said, "God be thanked for the gift of mothers and schoolmasters," gave utterance to the common sentiment of the human heart. Through the educational awakening of the present decade may be seen the "dawning dawn" of a better day. In the language of one from whom I have once quoted: "If the spirit of Jesus is anywhere it is in the great common school. Our system of popular education is the gift of the Christian Church to the race. As He touched the blind eyes and opened them to gracious light, so the teacher opens the eyes of ignorance to the light of truth. The teacher's is not a life of ease. He has his Gethsemanes, but he lives in every soul whose vision he has

cleared, to see the eternal verities, whose feelings he has attuned to the harmonies of God, whose will, in accord with the divine will, objectifies itself in deeds that reflect the rarest life that ever touched the heart of men. The teacher sows freely in the furrows of the young lives about him, and the scattered seed grow into a harvest that is garnered by angels with songs of rejoicings."

CHAPTER XXXI.

BY THE KINDNESS OF FATHER LUCY I AM ENABLED TO PRESENT
THE FOLLOWING FACTS.

CATHOLIC SCHOOLS IN THE STATE.

The membership of the Catholic Church in Arkansas is altogether 10,000 souls, and the number of schools, academies and colleges is twenty-seven. With very few exceptions, religious orders of men or women conduct educational institutions. There is but one college for young men in the State, St. Benedict's, Creole, Logan County, in charge of priests of the Benedictine Order. The usual literary branches are taught. A theological department is attached. St. Andrew's High School at Little Rock, under the direction of Very Rev. Dr. J. F. Callaghan, was intended as a nucleus for a college under care of the Christian Brothers, and will probably develop into an institution of collegiate character. A boys' department is attached to all convent schools, and boys to 14 years of age are received.

The work of female academies includes the usual literary studies, plain and fancy needlework, dress-making, painting, drawing, wax work, and vocal and instrumental music. The religious principles of the pupils are respected and there is nothing in the history of these schools which would indicate an interference in such matters. Patrons are drawn from all classes of people, attracted by the homelike charm of the Sisters' lives and their devotion to duty from other than pecuniary motives.

The following religious orders of men are now conducting schools: Order of St. Benedict and Order of the Holy Ghost. The following are those of women: Sisters of Mercy,

Sisters of Charity of Nazareth, Sisters of St. Joseph, Sisters of Benedict, Sisters of St. Benedict of Perpetual Adoration.

The Sisters of Mercy arrived from Ireland in 1851 and opened the same year St. Mary's Academy at Little Rock and St. Ann's Academy at Fort Smith. The former has frequently had 300 students and the latter 150. St. Ann's Academy was established in the former headquarters of Gen. Zachary Taylor. In Helena an academy was opened in 1856, which was discontinued in 1868. The flourishing academy at Hot Springs, where there are 150 pupils, was founded in 1880.

A colony of the Sisters of Charity of Nazareth arrived from their mother house in Kentucky, at Helena, in 1878, where their Academy of the Sacred Heart was established as a day and boarding school. The attendance is generally 150. The same order founded, 1880, Annunciation Academy, Pine Bluff, as a day school, where there are eight teachers and 250 students. The Sisters of Charity of Nazareth is a Southern institution and many of the Sisters are representatives of leading Southern families.

Nine Sisters of St. Joseph arrived at Morrilton, 1870, from Paris, France, and began work. They have 100 day and boarding pupils. Their building is of brick and presents an imposing appearance. They conduct schools at Conway, Marienstatt and Atkins.

The Sisters of St. Benedict have fine schools at Creole and Shoal Creek, Logan County, and at Little Rock. The schools at Altus, Charleston, Marche and Morrison's Bluff, are conducted temporarily by lay teachers until Sisters can be supplied. German colonists who have settled at all these places are the chief patrons.

Sisters of St. Benedict of Perpetual Adoration have, since 1888, had charge of good schools in Pocahontas, Jonesboro and Paragould. Before becoming teachers, their Superior requires them to pass an examination before the county examiner of public schools.

Schools for the benefit of the colored race have been founded in five places, Pocahontas, Conway, Morrilton, Hot.

Springs and Pine Bluff, all being conducted by an assignment from the resident Sisters. The Pine Bluff school, under the name of the Colored Industrial Institute, has an enrollment of over 200. It is a manual training school. The attendance at the other schools is not so large, but the work is nobly conducted.

Among the schools which once existed, may be mentioned St. Andrew's College, Fort Smith, inaugurated in 1851 in the old quarters of the commandant of the post of Fort Belknap. Material for a large building was gradually accumulated only to be destroyed by fire. The college was closed in 1858. Many of the leading men of Northwestern Arkansas received an education there.

The oldest Catholic school in the State was established by the Sisters of Loretto, October 13, 1838, at St. Mary's Landing, five miles below Pine Bluff, on the north bank of the Arkansas River. Judge J. W. Bocage, of Pine Bluff, delivered the address at the closing exercises, June, 1840. Visitors came to witness the scene from Little Rock, Arkansas Post, and other distant places. The greater part of the school was removed to Arkansas Post in 1842, and in 1845 all the Sisters returned to their first home, Ste. Genevieve, Mo.



FAYETTEVILLE PUBLIC SCHOOL, FAYETTEVILLE, ARK.

CHAPTER XXXII.

FORT SMITH SCHOOL LIBRARIES.

[By J. L. Holloway, Superintendent.]

Very little attention, apparently, was given to the question of the need of libraries in the several schools, until 1890-91. In that year the school board, at the earnest solicitation of the Superintendent, appropriated the money received from tuition for the purchase of books for the high school library. Since that time this policy has been observed except that the money has been distributed according to the attendance of non-resident pupils in the various schools. The most important step, however, was the formation, two years since, of library associations in the several schools, whereby on the payment of a small sum, pupils and others became members of these organizations. This has been a source of perennial revenue, enabling the principals and teachers to make frequent small additions to the respective school libraries. The purchases have been made with great care, so that the books might meet the demands of the various capacities of pupils from the lowest to the highest grades.

In the high schools about 500 volumes of very select works have been procured, while something over 1600 copies of leather-bound government documents also belong to this library. This is one of the general repositories of all government publications intended for distribution to the various libraries throughout the United States.

Belle Grove has about 200 volumes adapted to the comprehension of pupils of the eight grades. Belle Point has 450 volumes, besides a large collection of unbound magazines. Du Val has 150 volumes, and Peabody 100. Howard (colored) has about 100 volumes. Thus it will be seen that there are now in the several libraries nearly 1400 volumes, not counting gov-

ernment publications—2400, counting these. Steps are now being taken whereby the present collection will be increased, at least, 50 per cent. this year. In five years from now, if the present policy continues, there will be not less than 5000 volumes in the several school libraries of this city.

BOOK LIST.

In making the following list for use in school library, works of reference have been entirely eliminated. However, these should be among the first purchases made, and ought to include such works as the International Dictionary, a good general Encyclopedia, an Encyclopedia of Literature, a Biographical Dictionary, a Classical Dictionary, English Synonyms, Etymological Dictionary, and a few standard works of reference on the various departments of Literature and Science. The following books, it should be said, are adapted to the needs and capacities of the more advanced pupils:

1. Building the Nation Coffin.
2. Critical Period of American History Fiske.
3. History of the People of the U. S. (3 vol.) .McMaster.
4. Thomas Jefferson Morse.
5. Alexander Hamilton Lodge.
6. Autobiography Franklin.
7. Plutarch's Lives
8. The Alhambra... Taylor.
9. The Sketch Book Irving.
10. Boy Travelers Knox.
11. Last of Mohicans Cooper.
12. Tangle Wood Tales Hawthorne.
13. Tom Brown's School Days Hughes.
14. David Copperfield Dickens.
15. Ben Hur..... Wallace.
16. Scarlet Letter Hawthorne.
17. Breakfast Table Series (3 vol.)..... Holmes.
18. Select Poems..... Amer. Authors.
19. The Boy's King Arthur..... Lanier.
20. The Prince and the Pauper..... Mark Twain.

21. Ivanhoe Scott.
22. Self Help Smiles.
23. Getting On in the World..... Matthews.
24. Tales from Shakespeare Lamb.
25. Among My Books Lowell.

The aim of this selection is to acquaint the pupil with the many phases of high grade literature.

Very truly,

J. S. HOLLOWAY,
Supt. Fort Smith Schools.

List of twenty-five books suitable for a school library, recommended by Prof. G. B. Cook, superintendent Hot Springs schools :

1. Robinson Crusoe.
2. History United States, one syllable.
3. Little Women, (*b*) Little Men.
4. Arabian Nights.
5. Wonder Book.
6. Sights and Insights, Vols. I., II.
7. Pilgrim's Progress.
8. Hoosier Schoolboy.
9. The Hoosier Schoolmaster.
10. The Rollo series, ten in number.
11. Young Folks' Histories, seven in number.
12. Mary Queen of Scots.
13. Josephine.
14. Benjamin Franklin.
15. Tales from Shakespeare.
16. Innocents Abroad.
17. Old Curiosity Shop.
18. Bittersweet.
19. Longfellow.
20. Bible.
21. Dictionary and an Encyclopedia.
22. Cram's Atlas of the World.
23. From Canal Boy to President.

- 24. Being a Boy.
- 25. Irving's Sketch Book.

As I understand your request I send names of books suited to all ages. If they were designed for any particular grade, I would make some modifications.

CHAPTER XXXIV.

SUMMARY OF THE STATISTICS OF THE COMMON SCHOOLS FOR THE UNITED STATES.

[By W. T. Harris, United States Commissioner.]

The following statement is made up from returns for 1888-89, with the exemption of a small fraction, which is derived from 1887-88. The numbers here given are therefore subject to future correction. The percentages, however, will not be appreciably altered.

GENERAL STATISTICS.

Population of the United States.....	60,971,114
Number of pupils enrolled in the common schools	12,291,259
Increase.....	220,908
Percentage of increase.....	1.88
Enrolled per capita of population.....	20.02
Average daily attendance.....	8,004,275
Increase.....	100,068
Percentage of increase.....	1.27
Ratio to enrollment	65.1
Aggregate number of days' attendance	1,076,613,716
Average number of days the schools were kept.....	134.5
Increase, in days	0.9
Average number of days attended by each pupil enrolled.....	87.6
Number of public school houses.....	216,380
Value of all public school property.....	\$323,573,532
Increase.....	23,965,822
Percentage of increase.....	8.00
Value per capita of population.....	\$ 5 31
Value per capita of average attendance.....	40 42
Number of teachers :	
Males	124,929
Females	227,302
Total	352,231
Percentage of male teachers.....	35.5
Average monthly wages of teachers :	
Males	\$42 48
Decrease ....	.04
Females	\$34 27
Increase.....	.32

FINANCES.

Revenue :

From permanent funds	\$ 9,825,127
From State taxes	25,177,067
From local taxes	88,328,385
From other sources	8,794,431
Total	\$132,125,010

Percentage of revenue derived from—

	Per cent.
Permanent funds	7.4
State taxes	19.1
Local taxes	66.8
Other sources	6.7

Expenditures :

For sites, buildings and furniture	\$22,204,100
For libraries and apparatus.....	987,048
For salaries of teachers and superintendents.....	87,888,666
For other expenses.....	21,049,786
Total	\$132,129,600

Increase	8,861,660
Percentage of increase.....	7.19

Expenditure per capita of population :

For salaries	\$ 1 44
Total expenditures	2 17

Daily cost of education per pupil :

For salaries only.....cents....	8.2
For all purposes.....cents....	13.3

Amount of permanent invested funds.....	\$129,149,436
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CHAPTER XXXV.

SALARIES IN NEW ENGLAND.

In whatever way the synchronicity of increase in the number of women employed to teach in the public schools, and the permanence of their personnel may be related, it is improbable that the relation is one of cause and effect. We believe that in no State are married women employed as teachers, nor have we any statistics that go to show that female teachers have ceased to marry. In their forty-seventh report the Massachusetts Board of Education touch upon this subject in the following terms :

“In our public schools the corps of teachers is subject to rapid changes. A very large per cent. of our teachers are young women, and many of these after a fair time of service leave school to become heads of families.”

And yet it is in Massachusetts that the propaganda for female teachers was first begun, and whose force was the most rapidly changed. If it be contended that between the ages of beginning, and school teaching, and married life, there elapses a period which, in comparison with the temporary character of the service of men who engage in teaching, may be called long, it must be admitted that there may be truth in the contention ; but it will be observed that the board speak of the “rapid changes” that take place in the teaching corps. How far the law, if demanding mental maturity, and more years on the part of the teacher, would abridge this period of service, must be left to a future occasion, how far a fairer salary might induce the teacher to postpone her wedding day is a complicated problem, to solve which we find ourselves unequal.

But it is quite possible, indeed, that the pay which is too meager to hold men, may be, in the case of women, an in-

TABULATION L.
The Average Monthly Salary of Teachers in New England.

Year.	Maine.			New Hampshire.			Vermont.			Massachusetts.			Connecticut.			Rhode Island.		
	Board.		Duration of Winter Session.	Males.	Females.	Duration of Session.	Males.	Females.	Duration of Session.	Males.	Females.	Duration of Session.	Males.	Females.	Duration of Session.	Males.	Females.	Duration of Session.
	Males.	Females.																
1866	\$28 20	\$10 16	50	\$32 88	\$17 62	93	.....	.....	.....	\$59 53	\$24 36	159	\$45 21	\$23 14	165	.....	.....	165
1867	28 78	10 84	50	33 09	18 44	94	.....	.....	.....	66 92	26 44	162	52 05	24 91	165	.....	.....	165
1868	29 50	11 76	52	34 64	19 78	81	.....	.....	.....	72 93	27 84	163	56 64	26 93	163	.....	.....	163
1869	30 44	12 16	52	36 09	20 71	91	.....	.....	.....	72 04	28 81	164	58 74	29 16	162	.....	.....	162
1870	32 26	12 84	56	36 59	21 62	85	.....	.....	.....	77 44	30 92	166	63 10	31 29	169	.....	.....	169
1871	32 44	13 72	55	36 95	22 03	70	.....	.....	.....	76 41	31 67	163	66 56	32 69	172	.....	.....	172
1872	33 17	14 40	55	37 56	24 33	99	.....	.....	.....	85 09	32 39	168	67 01	34 09	173	.....	.....	173
1873	34 28	15 16	58	40 78	23 84	106	.....	.....	.....	93 65	34 13	168	69 03	36 05	174	.....	.....	174
1874	36 17	16 20	58	44 87	24 90	100	.....	.....	.....	94 33	34 34	168	71 48	36 67	176	.....	.....	176
1875	36 96	17 16	59	42 61	25 54	100	.....	.....	.....	88 37	35 35	177	70 05	37 35	176	.....	.....	176
1876	35 45	16 56	61	41 93	25 72	94	.....	.....	.....	84 78	35 25	176	67 43	37 16	178	.....	.....	178
1877	32 76	15 92	61	38 37	24 71	92	.....	.....	.....	82 22	34 20	175	64 55	36 20	178	.....	.....	178
1878	32 63	15 32	64	37 12	24 26	97	.....	.....	.....	75 64	33 04	176	61 50	35 50	179	.....	.....	179
1879	29 55	15 32	64	34 09	22 83	102	.....	.....	.....	67 44	33 50	175	57 19	35 27	179	.....	.....	179
1880	25 57	14 28	63	34 12	22 28	105	.....	.....	.....	67 54	30 69	177	56 43	35 42	179	.....	.....	179
1881	28 23	14 52	61	32 63	21 77	97	.....	.....	.....	85 54	38 49	178	60 69	35 37	180	.....	.....	180
1882	29 59	14 60	62	36 45	22 36	96	.....	.....	.....	86 44	38 32	178	63 44	35 94	180	.....	.....	180
1883	31 87	15 36	61	38 27	22 67	98	.....	.....	.....	102 90	34 32	179	67 36	36 52	179	.....	.....	179
1884	32 59	16 28	59	38 41	23 14	100	.....	.....	.....	103 33	41 90	179	69 17	37 21	180	.....	.....	180
1885	32 07	15 84	59	39 21	23 20	100	.....	.....	.....	108 02	44 18	180	69 17	37 21	180	.....	.....	180
1886	34 15	16 68	59	40 22	23 56	102	.....	.....	.....	120 72	43 85	184	69 16	37 64	179	.....	.....	179
1887	33 82	16 56	62	41 03	24 46	112	.....	.....	.....	129 72	43 85	181	69 89	37 97	180	.....	.....	180
1888	34 36	16 92	.....	44 32	24 93	115	.....	.....	.....	116 85	44 93	178	68 82	38 50	180	.....	.....	180
							.....	.....	.....	119 34	44 48	169	73 50	38 52	179	.....	.....	179

a Computed by the statistician in charge of State systems.

ducement to remain. Assuming such to be the case, as the Massachusetts authorities just quoted have, we are then obliged to look to the small pay as the real cause of the increase of the female element of the teaching corps. In the preceding table the average salaries paid by the New England States since 1886 are laid before the reader.

Of the 365 days of which the year is composed, 180 to 200 are, or ought to be, scholastic facts to the pupil; while 365 are economical facts to the professional teacher. It is somewhat difficult to compute with exactness the salary annually received by the teacher when the average salary is given for a "month" and the average duration of session is given in "days." Assuming, however, that the term "days" means school days, of which there are five to the week, and that a "month" means four weeks of five school days each, it is evident that the average teacher receives his monthly salary for an actual service in school of twenty days, and for one day one-twentieth of the same.

Applying this hypothesis to the figures as given for Maine it will be found that in 1866 the amount of money earned daily during the 100 days of session, winter and summer, would, if distributed among 365 days, be equivalent to 39 cents, in the case of men, for each day of the calendar year, and in the case of women 14 cents; excluding board in both cases for the period the schools were in session and the board of the two weekly holidays of Saturday and Sunday. In Massachusetts, the best paymaster the teacher has, the teacher in 1866 received on an average \$1.30 in the case of men, for each of 365 days, and in the case of women 53 cents, but in 1888 \$2.76 in the case of men, \$1.01 in the case of women. The following tabulation will bring this out strongly:

TABULATION M.

Average "Annual Salary" of New England Teachers Reduced to a per diem on the Basis of 365 days to the year.

	1870.		1874.		1880.		1885.		1888.	
	Men.	Wo-men.	Men.	Wo-men.	Men.	Wo-men.	Men.	Wo-men.	Men.	Wo-men.
Group I :										
Maine	\$ 0.44	\$ 0 17	\$0 .51	\$ 0 23	\$ 0.38	\$ 0.21	\$ 0.47	\$ 0.23	\$ 0 53	\$ 0 26
New Hampshire .....	.43	.25	.61	.34	.49	.32	.54	.32	.70	.39
Vermont .....	.56	.35	.63	.39	.48	.30	.54	.37	.70	.39
Group II :										
Massachusetts	1 76	.70	2 17	.79	1 64	.74	3.04	1 11	2 76	1.03
Connecticut	1 46	.72	1.72	.88	1.38	.87	1.70	.92	1.80	.94
Rhode Island	1 71	.90	2.05	1.08	1 77	1 08	2.04	1 11	2.25	1.16

Now, salaries of the kind shown in the table, render teaching as a profession impossible. A profession that is not continuous or that does not afford its practitioners large profit for occasional service, is scarcely to be looked upon as a profession. It is true these "average monthly salaries" are means between wide extremes, but it is equally true that the mean or average salary is above that actually received by the majority of teachers. If it be urged that the teacher has much of the year to work at something else such a proposition would seem to say that the teacher should have either two vocations or a vocation and an avocation.

As the women in the teaching corps are steadily gaining on the men in States where they have not long formed, 80 to 90 per cent. of the teaching force, and as married women are disqualified in practice as teachers, the question arises whether the female teacher follows her calling as a vocation or as a means of support until her domestic engagements relieve her of the necessity of working for herself. The probability, of course, is that teaching in the great majority of cases is engaged in as a temporary expedient. Were the age of the teacher and the duration of her service recorded and published this probability might become a mathematical certainty.—[*U. S. Educational Report, 1888-89.*

CHAPTER XXXVI.

EDUCATION IN THE SOUTH.

The following exhibit shows at a glance the steady progress of the Southern States in the development of common school education. There are no statistics accessible that show separate items for the white and colored schools previous to 1876. Since that period the enrollment of white pupils has increased 75 per cent., while the white population has increased little more than 30. The colored enrollment has increased 113 per cent., while the colored population has increased less than 25 per cent. The amount of money expended from public funds has increased from \$11,000,000 to \$23,000,000 per annum.

Sixteen Former Slave States and the District of Columbia.

Year.	Common School Enrollment.		Colored.			Expenditures.
	White.	Colored.	Normal Schools.	Other Secondary and Higher.	Total Colored.	Both Races.
1876-77	1,827,139	571,506	3,785	4,726	580,017	\$11,231,073
1877-78	2,034,946	675,150	5,236	7,795	688,181	11,760,214
1878-79	2,013,684	685,942	6,171	8,253	700,366	12,181,602
1879-80	2,215,674	784,709	7,408	7,996	800,113	12,475,044
1880-81	2,234,871	802,374	7,621	8,372	802,372	13,359,784
1881-82	2,249,263	802,982	8,509	9,889	821,380	14,820,972
1882-83	2,370,110	817,240	8,509	9,889	835,638	14,324,925
1883-84	2,546,448	1,002,313	10,771	13,035	1,026,119	17,053,467
1884-85	2,676,911	1,030,463	8,390	15,110	1,053,963	17,227,373
1885-86	2,773,145	1,048,659	6,207	16,831	1,071,697	18,439,891
1886-87	2,975,773	1,118,556	1,771	11,577	1,131,904	20,821,999
1887-88	3,110,606	1,140,405	5,439	12,254	1,158,098	21,810,158
1888-89	3,197,830	1,213,092	7,462	18,068	1,238,622	23,226,982

Total amount expended in 13 years, \$216,644,699.—[U. S. Education Report, 1888-9.

CHAPTER XXXVII.

FACTS AS TO THE MORAL TRAINING OF THE PUBLIC SCHOOLS.

The State Board of Education for Rhode Island, in its report to the Legislature in 1869, used this language :

“ Much is said at the present time in reference to the need of moral training. We are glad of the opportunity to bear testimony to the effect that we believe the children of Rhode Island in attendance upon her public schools, while not under the influence of any dogmatic or specific religious instruction, are subjected to a positive religious and moral culture and training through the personal characters and lives of their teachers. We do not hesitate to affirm that it would be difficult to find in any calling a more upright, virtuous body of men and women—those whose daily walk and conversation and personal habits make them fit models for the young—than are to be found in the school-rooms of this State. And we are confident that, in spite of lack of evidence of specific instruction in morality at stated intervals, there is a steady and systematic up-building of moral character in the great body of the children, and that it can be relied upon in all emergencies.”

And State Superintendent Finger, of North Carolina, in his report, says :

“ The Constitution and statutes require the inculcation of good morals, but forbid the use of any sectarian text-books. This is as it should be ; the church and State are separate in this country. The church can educate only a very small part of the people ; she has not the means to reach the masses even with elementary education.

“ But ignorance is slavery of some kind, whether it is found in individuals, communities, States, or nations. To be rid of this slavery and to lessen crime, the universal attendant of ig-

norance, the people must be educated. When the State takes hold of this work, she must, therefore, by the inculcation of good morals, lay the foundation of good citizenship and the foundation of good Christian character. Allowing that the home is the proper place for the inculcation of good morals—truth, justice, honor, fidelity, integrity, purity, etc., that character work so essential to the State's welfare—yet there are so many fathers and mothers who are thoughtless, careless, ignorant, aimless, and so many who are degraded and vicious, that it must be acknowledged that this home work must be supplemented by the State.

“There seems to me to be in the minds of many good people much confusion as to what the State can and ought to do on the subject of moral and religious training. I hold that the highest morality of any people is the highest religion of that people. In a State whose people, as a whole, are guided by the truths of Christianity, public sentiment will compel the teachers of the public schools to inculcate that morality which is based in Christ's teaching and example. It seems to me that it matters but little whether we have in our schools special text-books on morals. I believe that the very best possible way to teach morality is by the example of the teacher and the actual friction of the school-room and school-life. This is teaching in the concrete. Besides, we have in our school books, especially readers, precept upon precept and the very best illustration of practical morality. This kind of daily illustration of good morals by the example of teachers and by the practical lessons in the books in the public schools throughout this nation, is building up substantial, moral and Christian character, and preparing the people of the country for such definite tenets as the different denominations may desire to impress.

“As a matter of fact, the public school teachers of this State, speaking of them as a whole, are a body of noble Christian men and women. I think that even among intelligent people—Christian people—there is much ignorance of public school matters, and by them much injustice is often done to the public school workers. I will add, that I believe much damage is

done to the cause of Christianity by the opposition that is manifested by some, if not many, leaders in church matters. Such men's lives are as cities set upon hills, and it should not be forgotten by them that their mistakes shine no less conspicuously than their virtues.

"There are some things that are axiomatic, one of which I think is, that education is better than ignorance, even if it is only intellectual education, which I think it is impossible to give without, at the same time, imparting some moral training. I think it may also be considered settled that general education cannot be imparted by private or church enterprise, and if the masses of the people in any country are to be educated, that result must be effected mainly by the State. It is high time, in the blazing light of the close of the 19th century, that good people everywhere recognize these truths and lend a helping hand to the State in this great work, instead of opposing it."

During the last two years I have visited the following towns and schools, and have addressed the people upon educational topics: Conway, Vilonia, Morrilton, Russellville, Dardanelle, Mount Nebo, Ozark, Fort Smith, Greenwood, Fayetteville, Springdale, Eureka Springs, Berryville, Harrison, Carrollton, Yellville, Mountain Home, Mammoth Springs, Black Rock, Walnut Ridge, Newport, Batesville, Barren Fork, Searcy, Jonesboro, Augusta, Lonoke, Hazen, Devall's Bluff, Brinkley, Forrest City, Stuttgart, St. Charles, DeWitt, Pine Bluff, Sheridan, Fordyce, Malvern, Hot Springs, Benton, Mount Ida, Black Springs, Dallas, Arkadelphia, Prescott, Hope, Washington, Bingen, Nashville, Centre Point, Lockesburg.

My business with the schools, the institutes and the normal work has called me to many of these places several times. In traveling through the country I have endeavored to stop at every country school house to counsel its teachers and to encourage the students. Even the most niggardly houses are peopled by boys and girls that are far above their surroundings. I found these civilizing lights in dense forests, in secluded vales, in rocky mountain gorges, in splendid valleys and in thriving towns. I found no exception in results. Even the

most poorly furnished with seats and teachers, had an air about it that indicated power. Here stood the State teaching each child respect for law. Obedience was enforced in all sorts of ways, but it was obedience. Each day tended to fix this into a habit, and this habit is the palladium of good citizenship. I saw the evolutionary processes of regularity, promptness, cleanliness, neatness, accuracy and self-denial at work among thousands of children. Love for truth and respect for each other were fundamentals taught the children on all sides. This phase of public education is of incalculable value and the intellectual phase is gaining ground. I am grounded in the opinion that the public schools of Arkansas are fountains sending out the highest form of morality and that they are thus laying broad and deep the foundations of lasting prosperity and growth.

FRANKLIN FEMALE COLLEGE, OZARK, ARK.

FRESHMAN CLASS.

First Session.

Arithmetic, Robinson ; Algebra, Robinson's University Edition ; Analysis of English Language, Greene ; History of England, Anderson ; Latin Grammar, Allen and Greenough ; Latin Exercises, Jones' First Lessons.

Second Session.

Arithmetic, continued ; Analysis, continued ; Algebra, continued ; Plane Geometry, Robinson ; Latin Reader ; History of England, Anderson.

SOPHOMORE CLASS.

First Session.

Algebra, Robinson ; Geometry, solid ; Latin, Cæsar ; Greek, Goodwin's Grammar ; Leighton's Lessons, Analysis of English Language ; History of English Literature—Outline, Longfellow's Evangeline ; Irving's Sketch book ; History, General History, Anderson.

Second Session.

Trigonometry, plane and spherical, Robinson ; Latin, Virgil ; Rhetoric, Greek, Goodwin's Grammar, and Leighton's Lessons, continued ; Botany, Wood's Class-book ; English Literature, How to Write Clearly, Abbott ; The Ancient Mariner, Coleridge ; Lady of the Lake, Scott ; History, General, Anderson.

JUNIOR CLASS.

First Session.

Astronomy, spherical and physical, Norton ; Conic Sections and Analytical Geometry, Robinson ; Mathematical Philosophy, Kimball and Snell's Almstead ; Latin, Cicero's Orations, Allen and Greenough ; Greek, Xenophon's Anabasis ; Chemistry ; English Literature, Shakespeare's Julius Cæsar ; Gray's Elegy ; Essays ; History of France and Germany ; Constitution of United States.

Second Session.

Astronomy, continued ; Mathematical Philosophy, continued Latin, Horace, Chase and Stewart ; Greek, Xenophon's Anabasis ; English Literature, French on Study of Words, English Novelists and Humorists, Prescribed Readings in English Authors ; Physiology, Hitchcock.

SENIOR CLASS.

First Session.

Latin, Livy, Chase and Stewart ; Greek, Thucydides and Plato, Boise and Freeman ; Logic, N. K. Davis' Theory of Thought ; Mental Philosophy, Haven ; Geology, Dana ; English Literature, English Essayists, Hamlet, Midsummer's Night's Dream.

Second Session.

Latin History, Mythology ; Manners, Customs, Arts., Etc., of the Romans ; Greek, The Antigone of Sophocles ; The Prometheus of Æschylus ; Physical Geography, Guyot ; Moral Science, Gregory ; Logic and Mental Philosophy ; English Literature, Sweet's Anglo-Saxon Primer ; Chaucer ; Extra Reading for the year.

MODERN LANGUAGE.

First Session.

German, German Grammar, First Part, Otto; German Reader, Progressive, Adler; Writing from Dictation; Fairy Tales, Grinnin.

Second Session.

German Grammar, Second Part, Otto; Geschichten, Hans Andersen; Study of German Classic Authors, Schiller, "William Tell;" Goethe, "Hermann and Dorothea;" Lessing, "Mina von Barnhelm;" German Literature, Translations into German from English Classics, Recitations in German, Original Compositions in German.

First Session.

French, French Grammar, Elementary, Keetel; French Reader, Tubs, Dictation, Jaynes-Otto.

Second Session.

Grammar, continued, Keetel; French Exercises and Idioms, Chardenal; French Classic Plays; French Literature, Conversation and Composition, Paul Albert.

